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ABSTRACT

Outlining a plan of action for reducing sex bias, sex role stereotyping, and sex discrimination in secondary school vocational education programs, this source book was prepared by vocational education instructors, counselors, and administrators. After a discussion of the consequences of sex discrimination and sex role stereotyping, the sourcebook is divided into four main sections: legislation, counseling, teaching environment, and publications. The legislation section contains information on Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976. The counseling section discusses sexism, program assessment, and enrollment trends. The teaching environment section describes materials and methods to help free an educational setting of sex bias. The public relations section, constituting about two-thirds of the sourcebook, includes awareness workshop materials for the community, school personnel, and students. A list of seven audiovisual aids and a bibliography are appended. (LMS)

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SELF-AWARENESS INVENTORY

1. If a lightbulb burned out in the movie projector in my classroom, I would:

   ask a male student to replace it. _____

   ask a female student to replace it. _____

   replace the bulb myself. _____

2. If a spitball flew across my classroom, I would:

   look for the male student who threw it. _____

   look for the female student who threw it. _____

   look for the student who threw it. _____

3. As a female assistant principal, I applied for an opening as principal. I was advised that a man would be appointed because it was felt that a man would have greater respect in the community and would be able to maintain better control in the school. I would:

   accept that as a fair evaluation. _____

   feel that it was an unfair evaluation but accept the fact of the discrimination and take no action. _____

   try to "fight" the situation in some way. _____

4. As a parent, my son tells me that he would like to take the home economics elective in junior high, but that no boys ever sign up and he would feel funny being the only boy. I would:

   encourage him to sign up for industrial arts. _____

   encourage him to sign up for home economics despite his feelings. _____

   encourage him to talk to his counselor. _____

   talk to someone in the school myself. _____

5. As a parent, I begin to notice subtle ways in which my spouse encourages the girl children and the boy children to fit into accepted sex roles (for example, insisting that boys control their feelings while girls may express them; being concerned when girls take physical risks, but expecting that behavior of boys.) I would:

   be thankful for my spouse's positive influence. _____

   disagree with that influence and try to discuss the matter frankly. _____

   disagree but hide my opinions for fear of disrupting family harmony. _____

   try to find a group or meeting in which we both might confront the issue outside our own family. _____

6. As a father, I feel that my children are cared for and handled primarily by their mother. I want a larger part in their upbringing. I would:

   take no action for fear of disturbing family harmony. _____

   discuss my feelings frankly with the children's mother. _____

   take more initiative in matters affecting the children. _____

ACKNOWLEDGEMENTS

This sourcebook was developed as part of a pilot project conducted in the Central District of the Hawaii Department of Education using federal funds allocated through Title II of P.L. 94-482, the Education Amendments of 1976, to reduce sex-role stereotyping, bias and discrimination in vocational education programs.

While concepts and ideas were gleaned from a host of agencies, institutions, groups, and individuals; special recognition must be given to the many people who were directly involved in the development and preparation of this sourcebook. Support from the top is essential; and this project had the full support of both the State Director for Vocational Education, Dr. Sam Shigetomi, and the Director of Occupational Development and Student Services for the Hawaii Department of Education, Dr. Larry Inaba. Mr. Ron Toma, Central Oahu Curriculum Specialist, Department of Education, eased initial contacts, promoted the pilot project, and provided moral support by attending the class development sessions.

But most of all, a special thank you to the vocational education instructors, counselors, and administrators who found a new sense of equality while compiling the following materials. Participating in an eight-week long course which focused on basic values and practices that perpetuate sex bias and sex-role stereotyping, they developed a source-book outlining a practical plan of action for other vocational educators to follow in reducing sex bias and stereotyping in all vocational education programs. Working on the counseling section were: Amy Akiyama and Andy Wisler (Mililani High), Steven Fukuoka, Dennis Nakamura, Amy Shibuya, and Linda Shimono (Waialua High). Those compiling the public relations materials were: Shirley Elento (Leilehua High), Lillian Yamamoto (Mililani High), Jerry Fujii, Jane Hiraoka, James Itamoto, Noel Kawachi, Sylvia Matsui, Kenichi Toyama, and George Watanabe (Waialua High). The third team, compiling materials to assess the teaching environment, was composed of Wendell Staszkow (Leilehua High), Ruth Bender and Georgia Campbell (Mililani High), Fred Lavarias, Ted Nagata, Roy Nakatsu, and James Yamada (Waialua High). Assisting as co-directors and facilitators were Gordon Kuwada and Kosuke Tamashiro (Waialua High).

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Office of the State Director for Vocational Education
March, 1978

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INTRODUCTION

Vocational educators are in a unique position regarding the implementation of Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976 for the achievement of sex equity. Because vocational programs are a direct link between schooling and employment, vocational educators play a critical role in providing students with learning experiences free from sex bias and discrimination; experiences which may help all students fulfill their unique potential. This sourcebook will consider the role of vocational education personnel in the implementation of Title IX, in the development of programs consistent with the mandate of Title II to reduce sex bias in vocational education, and in the achievement of sex equity.

Three sections of this Sourcebook (Counseling, Environment, and Public Relations) address the need to expand nontraditional opportunities for students in vocational education, but each section focuses on a different aspect of this need. An understanding of the consequences of sex discrimination and sex-role stereotyping is necessary before solutions to the problem can be recommended. Thus, the first section of this Sourcebook focuses on differential sex-role socialization as it is manifested in vocational training programs. Likewise, a basic understanding of the legislation mandating sex equity is also essential. Section Two of the Sourcebook briefly describes the sex equity provisions of Title II of the Education Amendments of 1976 and Title IX of the Education Amendments of 1972.

While the wide scope of the plan presented makes it adaptable to all secondary schools within the Hawaii Department of Education, it must be remembered that it is only through the sincere and dedicated efforts of those actively involved in reducing sex bias and sex-role stereotyping that Equal Goals in Occupations will become a reality.

CONSEQUENCES OF SEX DISCRIMINATION AND SEX-ROLE STEREOTYPING

Even though we are continuously acclimating to an age of rapid changes, particularly in terms of scientific and technological improvements, our contemporary society is perhaps having its greatest difficulties in adjusting to the need to provide equality of opportunity to all human beings. In recent years, there has been increasing national concern over this dual role system for women and men because such a system serves to predetermine one's career and life choices solely on the basis of gender.

The dual role system, in its most simple form, is defined as: man's role is that of "breadwinner" and "woman's place is in the home." The arguments over the origins of the sex-stereotyped social system parallel the debate of nature vs nurture. Although basic biological differences between men and women do exist, society tends to emphasize these differences and exaggerate their importance. In many cases, the enormous degree of overlap between traits and abilities of both sexes is ignored or denied.

Effects on Women. The early socialization process proscribes the sphere of women's intellectual development. Whereas early socialization does not change the initial intellectual equality between the sexes, women's aspirations, preferences, and interests in specific fields of education and occupations do change. Vocational goals, which are strong in young girls, tend to shift to marriage goals during high school. An unrealistic small proportion of female adolescents believe they will work outside the home even though current statistics indicate that 9 out of 10 of these women will work outside the home sometime during their life.

Considerable evidence belies the notion that "woman's place is in the home." Currently, approximately 40 million women are in the labor force and their numbers are increasing. The majority of working women are in the labor force because they are either the sole support of their families or have husbands who earn less that $7000 a year. Clearly, women work because they need to work.

Yet the earnings for women working full-time average only 57% of the earnings received by men in the same job categories. The explanation for this earnings differential appears to be most directly related to the types of occupations in which women are employed. Although women hold jobs in all 250 occupations listed by the Bureau of Census, more than 40% of the women workers are concentrated in 10 occupations. These occupations are frequently considered "feminine"-- occupations which are generally perceived as extensions of work women do in the home. Thus, even though women are moving into the employment force, they are taking their "implied" roles with them. They are being prevented from or are not allowing themselves to select from among all jobs within the employment possibilities.

Effects on Men. The consequences of sex-role stereotyping on men are neither as evident nor as well documented. Although the dual role system does not penalize men economically in the same way it penalizes women, it has negative consequences for them, too. Men are generally expected to be the primary supporter of the family. Such an expectation causes men to limit their career and life choices and bias psychological consequences as well.

Many men do not feel free to pursue career alternatives which pay little or entail great risks, even though such careers may provide a great deal of satisfaction. For example, the man who wishes to enter a helping profession may hesitate to become a nurse or secretary, not only because these are perceived as "feminine," but also because the salary schedules are relatively low.

Although pay and status affect career decisions for both women and men, being a "good provider" defines not only a man's sense of self-worth but also the respect of his family, his status among peers, and his place in the community. Thus, some men are caught in a double bind; they fear failure in work because success in work often defines their masculinity.

The dual role not only restricts the occupational choices of men, it often limits men's meaningful participation in family life. Men have taken on increasing responsibility for the home, but elements of the dual role system remain. Male domestic involvement is regarded as a "helping" role, with the major responsibility for household management and child care still unquestionably being the woman's primary role.

Role of Vocational Education. With the elimination of obsolete sex-role attitudes, vocational educators can prepare students for societal changes affecting their personal, family, and work roles. As sex stereotyping is diminished and role expectations are expanded, increasing numbers of both sexes will realize the importance of the living skills taught in various vocational subject areas. Changes in the labor force and family make it evident that these skills are increasingly important for individuals of either sex.

Several basic assumptions evolve when adult roles are viewed without traditional sex-role limitations. One is that men do want and need to assume responsibilities for a family other than that of providing financial support. Another is that women do need and want to assume responsibilities for earning a living and helping to support a family. Also, many occupations traditionally limited to one sex can be performed by members of either sex. Men can be secretaries, nurses aides, and dental technicials; women can be auto mechanics, welders, and machine operators.

In accepting these assumptions, vocational educators have the opportunity to:

1. Increase the employment opportunities available to both sexes.
2. Train increasing numbers of women for meaningful well-paying jobs.
3. Prepare both males and females for sharing homemaking and wage-earning and therefore increase family stability and harmony.
4. Train women so that, when left with the major responsibilities of supporting a family, they are able to earn an adequate income.
5. Provide men with homemaking and parenting skills so that they can assume the responsibilities for a family and home.

LEGISLATION

Vocational educators have been given a legal charge to reduce sex bias, sex discrimination, and sex-role stereotyping in vocational policies, programs, recruitment, admissions, courses, teaching, and counseling. Federal legislation related to the elimination of sex discrimination in education and employment includes Title IX of the Education Amendments of 1972 and Title II (Vocational Education) of the Education Amendments of 1976, P.L. 94-482.

Title IX addresses sex discrimination in all aspects of education while Title II addresses sex discrimination, sex bias, and sex stereotyping specifically in vocational education. Congressional intent is that these two pieces of legislation work together and complement each other. The following pages should provide a basic understanding of the intent and implications of both Title IX and Title II, with which all vocational educators should be familiar.

WHAT DO YOU KNOW ABOUT TITLE IX?

True or False

___ ___ 1. Educational institutions are required to have records available demonstrating that they are complying with the requirements of the law.

___ ___ 2. All public educational institutions must have grievance procedures for resolving student and employee complaints alleging discrimination on the basis of sex.

___ ___ 3. Each individual institution was to have completed a self-evaluation and have appointed an employee to coordinate efforts for complying with Title IX.

___ ___ 4. If an institution is found to have practiced sex discrimination in recruitment or hiring, it must recruit members of the sex against which it has discriminated to overcome effects of past discrimination.

___ ___ 5. Admissions may not be based upon quotas for either sex, preference for one sex, ranking applicants separately by sex, marital or family status.

___ ___ 6. A student or employee may not be discriminated against on the basis of pregnancy, parenthood, or being the head of household or principal wage earner in a family.

___ ___ 7. The federal legislation does not give specifications for sex-fair textbooks and curriculum materials.

___ ___ 8. A public high school offering a course in operating heavy industrial equipment cannot give preference to males on the grounds that jobs for females are scarce.

___ ___ 9. An educational institution may not use tests or other appraisal and counseling materials which use different materials for each sex.

___ ___ 10. Any individual or group may file a complaint with the federal government charging an institution with discrimination.

All of the above statements are true. Supporting information on each item in this test is found in the following "Summary of Regulations for Title IX Educational Amendments of 1972."

SUMMARY OF REGULATIONS FOR TITLE IX EDUCATIONAL AMENDMENTS OF 1972

GENERAL PROVISIONS - Sec. 86.3 - 86.9

Each recipient of federal education aid is to have evaluated its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they were to have completed the evaluation and steps to overcome the effects of bias by July 21, 1976. (Question 3)

The regulation also required that recipients adopt and publish grievance procedures to resolve student employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures - they may file a complaint directly with U.S. Department of Health, Education and Welfare.) (Question 2)

Recipients were to appoint at least one employee to coordinate its efforts to comply with Title IX. By October, 1975, recipients were required to have notified students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts. (Question 3)

ADMISSIONS - Sec. 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private institutions are exempt. (Question 8)

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex. (Question 5)

The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate. (Question 9)

TREATMENT OF STUDENTS - Sec. 86.31 - 86.4

General Coverage - Sec. 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex.

Housing and Facilities - Sec. 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

-proportionate in quantity to the number of students of that sex that apply for housing, and

-comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex.

Courses and other Educational Activities - Sec. 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music and adult education courses.

Local school districts may not, on the basis of sex, exclude any person from: (Question 8)

-any institution of vocational education

-any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such school, following the same policies and admission criteria.

Counseling - Sec. 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias. (Question 9)

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased.

Student Financial Aid - Sec. 86.37-86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

-provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;

-assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;

-employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Student Health and Insurance Benefits - Sec. 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services. (Question 6)

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status - Sec. 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex. (Question 6)

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only it if requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status. (Question 6)

Textbooks - Sec. 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials. (Question 7)

EMPLOYMENT - Sec. 86.51 - 86.61

General Provisions - Sec 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits discrimination based on sex in employment, recruitment, and hiring whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination. (Question 4)

Fringe benefits - Sec. 86.56

Fringe benefit plans must provide either for equal periodic benefits for male and female employees or equal contributions for both sexes.

Marital Status and pregnancy - Sec. 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family. (Question 6)

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to original or comparable status when returning from leave.

Effect of state and local laws - Sec. 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS - Sec. 86.71

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews which are broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state. (Question 10)

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request. (Question 1)

Adapted from a summary by PEER, Project on Equal Education Rights.

TITLE IX OR TITLE II?

Listed below are 10 items which are specific provisions of either Title IX of the Education Amendments of 1972 or Title II of the Education Amendments of 1976 (Vocational Education). Read each statement and determine which piece of legislation would apply.

_____ 1. Using different criteria based on sex for admitting males and females into auto mechanics class.

_____ 2. Having single sex clubs such as an all male Future Farmers of America.

_____ 3. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination.

_____ 4. A program priority of consumer and homemaking education for both males and females.

_____ 5. Developing programs and securing funds for vocational training programs for homemakers who have experienced divorce or separation from their spouses.

_____ 6. Guidance counselors channeling males into industrial arts and females into home economics.

_____ 7. Each state agency designating a person who has responsibility for reducing sex bias and discrimination in vocational education.

_____ 8. Developing and securing resources for an inservice training program on how to reduce sex bias and discrimination for vocational education instructors.

_____ 9. Not allowing a certificated male to teach child development or a qualified female to teach carpentry because of their sex.

_____ 10. Assigning students to apprenticeships or work experience programs solely on the basis of their sex.

Title II: 3,4,5,7,8; Title IX: 1,2,6,9,10

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

The following is a summary of the provisions of the Education Amendments of 1976 related to sex equity in vocational education.

It is organized in the following sections:

background information on the Education Amendments of 1976

a summary of the provisions of the Education Amendments of 1976 which relate to overcoming sex bias and sex stereotyping and achieving sex equity in vocational education programs

a comparison of the sex equity provisions of the Education Amendments of 1976 with the nondiscrimination provisions of the regulations to implement Title IX of the Education Amendments of 1972.

BACKGROUND INFORMATION: THE EDUCATION AMENDMENTS OF 1976

The Education Amendments of 1976 (Public Law 94-482) were signed into law on October 12, 1976; they will become effective as of October 1977. Among the statutes modified by these Amendments is the Vocational Education Act of 1963, which authorizes Federal assistance to States for support of vocational education programs. Regulations regarding the implementation of the Education Amendments were published in April of 1977 and, as of September 1, 1977, were awaiting the signature of the Commissioner of Education which will make the regulations effective. The material for this summary was derived from the legislation and from the proposed regulations.

The 1963 Vocational Education Act established a system of "matching" grants to the States for the support of vocational education programs. Federal funds were allocated to States on the basis of certain characteristics of their populations, with the requirement that these funds be matched by the States and expended to support certain categories of programs. The 1976 Amendments make two major changes in the 1963 legislation.

First, they consolidate all the categorical grants established by the 1963 legislation (with the exceptions of those for consumer and homemaking programs and for special programs for the disadvantaged) into a single block grant to States. Eighty percent of this block grant is considered a "basic grant;" the remaining twenty percent is for "program improvement and supportive services." Within each of these two subcategories a number of specific alternatives for which States may expend these funds are delineated.

Second, the Amendments require the modification of the planning process which States must implement related to their use of Federal funds. One major modification requires the involvement of a wider fariety of groups in the planning process.

One of the major priorities of that portion of the Amendments which pertains to vocational education is the overcoming of sex discrimination and sex stereotyping in vocational education. Provisions related to the overcoming of discrimination and bias are incorporated within each of the three major sections dealing with vocational education programs; they are included in the:

requirements for the administration of State vocational education programs

provisions governing State use of Federal vocational education funds

requirements for national vocational education programs

The provisions of the 1976 Amendments apply directly only to Federal and State programs, but they establish priorities and programs which affect the design and implementation of local vocational education programs.

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Provisions of the 1976 Amendments which relate to sex equity in vocational education are organized within three major categories:

requirements for administration of State vocational education programs

provisions governing State use of vocational education funds

requirements for national vocational education programs

Relevant provisions in each of these categories will be summarized in this section.

Requirements for Administration of State Vocational Education Programs

There are five major administrative requirements for State vocational education programs which are related to the overcoming of sex discrimination and sex stereotyping in vocational education. They include:

1. Designating full time personnel to eliminate sex bias and discrimination in vocational education programs

   All States which receive Federal vocational education monies must designate personnel to work full time with the State board of vocational education in:

   "furnishing equal educational opportunities in vocational education programs to persons of both sexes; and

   eliminating sex discrimination and sex stereotyping from all vocational education programs."

The functions of the person or persons designated include:

taking actions to create awareness of programs and activities in vocational education designed to reduce sex stereotyping in vocational education

gathering and disseminating data on the status of women and men students and employees in vocational education programs in the State

reviewing all vocational education programs in the State for sex bias

monitoring the implementation of laws prohibiting sex discrimination in employment within State vocational education programs

developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities

assisting local education agencies and other interested groups in the State in improving vocational education opportunities for women

making available the information developed to the general public and to specified State and Federal agencies

reviewing the State's five-year plan and submitting recommendations related to the overcoming of sex bias and sex discrimination in vocational education

All States are required to reserve at least $50,000 from their basic grant funds to support the personnel working to carry out these functions.

2. Representing women's concerns on the State advisory council for vocational education

All States are required to include on their advisory councils for vocational education representatives who are "women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the educational experiences problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including one or more persons who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups." It is the function of the State advisory council on vocational education to

advise the State board with responsibility for the administration of vocational education programs regarding policy matters in the approved five-year State plan

assist the State board in the development of plans for State board evaluations

evaluate vocational education programs, services, and activities according to annual program plans, to publish these evaluations, and to submit evaluation reports through the State board to the Federal government

identify the vocational education, employment, and training needs of the State and to assess the extent to which vocational education and related programs represent a consistent and coordinated approach to meeting these needs

provide technical assistance for the establishment and operation of local vocational education advisory councils.

3. Including policies to eradicate sex discrimination in State five-year plans for vocational education

Each State must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs and of incentives adopted by the State for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in all occupations.

The State plan must also set forth a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills, and persons who wish to seek employment in areas which are nontraditional for their sex.

4. Reviewing annual program plans for compliance with State policies regarding eradication of sex discrimination.

Every State must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to the provision of equal access to vocational education programs by women and men.

In addition, each State must provide assurances that the person designated responsibility for ensuring equal access by men and women to vocational education in the State has been provided an opportunity to review the plan before it is submitted to the Federal government for approval.

5. Evaluating vocational education programs for service to women.

Each State board of vocational education is required, during the five-year period of the State plan to evaluate each vocational education program or project supported by Federal, State, and local funds. Among the items to be evaluated are those services provided to women as one of several special populations.

Provisions Governing State Use of Vocational Education Funds

The provisions of the Education Amendments covering State use of Federal funds for local vocational education programs distinguish between these areas in which States are required to expend funds and those areas where States may elect to expend funds.

From their basic grants for vocational education programs, States must expend funds for the following category of services:

Vocational education programs for displaced homemakers

States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

- persons who have been homemakers but who are seeking employment as a result of separation or divorce
- single heads of households who lack adequate job skills
- persons (female or male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex

These programs must include three components:

- organized educational programs to prepare persons in these special groups for employment
- special courses preparing these persons in ways to seek employment
- placement services for graduates of these special programs

States may use basic grant funds for the following services:

Support services for women

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. Among the services which might be provided (when included in an approved five-year or annual program plan) are:

- Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements

- Job development--providing materials and information to women in nontraditional programs regarding the opportunities to visit workplaces to observe work and work settings in jobs in nontraditional fields; bringing persons employed in fields women students with information regarding the nature of work in these fields

- Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas

- Increasing the number of women instructors in nontraditional fields--increasing the number of women instructors working in programs which have traditionally enrolled predominately males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs

Day care services for children of students

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational education programs.

With the program improvement and supportive services funds of their block grant, States may support the following services:

Programs to overcome sex stereotyping

States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services:

- Research--funds may be used for developing new curriculum materials or reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin

- Exemplary and innovative programs--States must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education

- Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in educational programs; and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to members of the opposite sex

Vocational guidance and counseling

Funds made available to States for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among these programs which may be funded are:

- vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or reentering the job market late in life (a significant proportion of these persons are likely to be women)

- training programs which are designed to provide counseling and guidance personnel with information regarding

  --the changing work patterns of women

  --ways of overcoming occupational sex stereotyping

  --ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests

Vocational education personnel training

Funds made available to the States for program improvement and supportive services may be used for inservice training to assist vocational education teachers and other staff to overcome sex bias in vocational education programs.

Grants to overcome sex bias

States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as:

- research on ways to overcome sex bias and sex stereotyping in vocational education

- development of curriculum materials free of sex stereotyping

- development of criteria for the review of curriculum materials for sex stereotyping

- examination of existing curriculum materials for sex stereotyping

- training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

States must use funds allotted to them in separate authorization for the following:

Consumer and homemaking education

States must use funds allocated for programs of consumer and homemaking education to support programs which:

- encourage both females and males to prepare for combining the roles of homemakers and wage earners
- encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with
  - --increased numbers of women working outside the home
  - --increased numbers of men assuming homemaking responsibilities
  - --changing career patterns of men and women
  - --Federal and State laws relating to equal education and employment opportunities
- prepare females and males who have entered or are preparing to enter into the work of the home

Requirements for National Vocational Education Programs

The last set of provisions of the Amendments relating to overcoming sex bias in vocational education pertain to national vocational education programs.

These provisions specify that:

a national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978

a system for reporting information, including race and sex, of vocational education students must be in operation by October 1977. All States will be responsible for submitting relevant data for this system on a yearly basis.

the National Advisory Council on Vocational Education must include in its membership minority and non-minority females and males with knowledge of women's issues and concerns

five percent of the funds appropriated for Federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which can be programs to overcome sex bias in vocational education

COMPARISON OF THE 1976 EDUCATION AMENDMENTS AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent: both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also sex bias, or "behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors abilities, interests, values, and roles to a person or group of persons on the basis of their sex."

The Title IX regulation applies directly to local education agencies and institutions; the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.

Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to States to use Federal monies for this purpose.

Additional Legislation Affecting Vocational Education

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the basis of race, color, or national origin by all institutions receiving federal monies.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 prohibits discriminatory practices in terms and conditions of employment on the basis of race, color, religion, national origin, or sex by all institutions with 15 or more employees.

Executive Order 11246 as amended by Executive Order 11375 prohibits employment discrimination on the basis of race, color, religion, national origin, or sex by institutions or agencies with federal contracts of over $10,000. All contractors with contracts of $50,000 or more and 50 or more employees must have affirmative action plans.

Equal Pay Act of 1963 as amended by the Educational Amendments of 1972 prohibits sex discrimination in salaries and most fringe benefits.

Title VII and Title VIII of the Public Health Service Act, as amended, prohibits discrimination on the basis of sex in admissions and against some employees in health personnel training programs of institutions receiving federal monies.

National Labor Relations Act and Related Laws (1935) require unions to bargain for the same working conditions as wages, hours, recruitment, seniority, and promotion for women as for men.

Regulations of the Bureau of Apprenticeship and Training-discrimination on the basis of race, creed, color, sex, and national origin in selecting participants and in conducting programs.

COUNSELING

Counselors, like all other groups in society, have been socialized in the dual role systems of our society, our education system, and the paid labor force. Consistent effort in the examination of personal attitudes and behaviors will be required if the limitations of traditional socialization into the dual role systems are to be identified and modified.

Counselors have the responsibility of assisting individuals to understand themselves and their world. Given the changing nature of our society and the accompanying changes in the roles of females and males, counselors must take the responsibility for understanding these changes and in working with students in understanding themselves, their options, and the implications of their decisions.

Specific responsibilities of counselors employed in education settings include:

-assisting the school/district as it makes the effort to achieve compliance with Title IX and Title II regulations for sex equity

-providing female and male students with counseling and guidance services which can prepare them for the reality of their lives as adults

-demonstrating leadership by providing consultation and information to other staff, the community, and professional groups

The following materials should enable counselors to meet these responsibilities:

-Recognizing Sexist and Nonsexist Behaviors

-Assessing Sex Equity in Vocational Education

-Assessing the Counseling Program

-Monitoring Enrollment Trends.

Recognizing Sexist and Nonsexist Behaviors

Listed below are a number of situations familiar to vocational education counselors. Under each situation three or four responses are provided. Read each situation and response and determine if the response would be described as:

D-Discriminatory--Violates Title IX
B-Biased--Reflects bias or stereotyping but does not violate Title IX
F-Fair--Treats both sexes in an equal or similar manner
A-Affirmative--Attempts to compensate for the effects of past discrimination

1. Situation: As a counselor you believe that part of your responsibility is to support students for their academic achievements, career aspirations, and social behavior.

   _____ A. "John, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you decide." "Melissa, you finally cut your hair. You look so much more attractive."

   _____ B. "It appears that office education may not really be the best place for you, Margie. What about taking the GATB inventory. Based on that information, we can begin to look at some other career options."

   _____ C. "Jane and Carl, I understand you two are interested in using the computer terminal to find information on technical schools offering programs in environmental technology. I'm glad you've decided to use the computer services."

2. Situation: You demonstrate the following patterns of non-verbal behavior in your counseling situations:

   _____ A. You maintain direct eye contact with same-sex students and indirect eye contact with opposite-sex students.

   _____ B. You stand and sit as close to students of one sex as you do of the other sex.

   _____ C. You use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who dislike being touched.

3. Situation: You are responsible for arranging a career day for students. You:

   _____ A. Arrange for female and male speakers in careers traditional to their sex and assign students to sex-traditional areas.

   _____ B. Arrange for speakers without regard to sex and allow students to self-select; you provide students with detailed information about speakers and encourage them to make a variety of choices.

   _____ C. Arrange for female and male speakers in careers both traditional and non-traditional to their sex and schedule them in a way which requires students to hear 9 out of 12 speakers.

4. Situation: The following are items on a vocational interest survey:

   _____ A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry?

   _____ B. Would you like to babysit and bake a cake or crochet and watch television?

   _____ C. Would you like to read a novel and play tennis or join a club and take a nature walk?

5. Situation: Ellen, a high school junior, asks you about summer work. You ask what she likes to do and she replies that she likes to fix things. You suggest that she:

   _____ A. Investigate the "openings for girls" listed on the job board.

   _____ B. Call a temporary agency which has opportunities for light office work (filing, answering the phone) during the summer.

   _____ C. Join a group of students doing minor home repairs and lawn and garden work.

   _____ D. Investigate a new city-sponsored program attempting to find jobs for young women in nontraditional fields.

6. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. You recommend the following as a course title:

   _____ A. Survival for Singles

   _____ B. Bachelor Living

   _____ C. Living Alone and Liking It

   _____ D. Basic Home Economics for Boys

7. Situation: The following are excerpts from career education materials distributed from your school's job placement center:

   _____ A. "Our supervisory candidates, women and men who are young in years and mature in attitudes, are chosen annually; most will be in responsible positions within five years."

   _____ B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

   _____ C. "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"

8. Situation: The following are excerpts from student scheduling forms which parents must sign:

   _____ A. "Dear Mr. and Mrs."

   _____ B. "A student at Roosevelt High School has many options open to him. He may . . ."

   _____ C. "The family of _____" (student's name)

9. Situation: Mike, a high school junior, would like to enroll in the child development class offered by the home economics department. He thinks he might like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

_____ A. "In this school you have the right to take any class you want."

_____ B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be there alone."

_____ C. "Well, you're probably right about being the object of a few jokes. Why don't you involve yourself in some summer camp counseling activities and select some other interests for an elective course--such as business law."

10. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activity that accompanies the course because she has heard that cooperating auto shops exclude females. You say to her:

_____ A. "Well, you know there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

_____ B. "Under Title IX the school cannot participate in a co-op program that won't take female students. If we find this program is discriminating, the school cannot continue to use it."

_____ C. "Under Title IX students are assured the right to non-discrimination in all education programs. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Pat Sato about her experiences in the auto body co-op program.

Recognizing Sexist and Nonsexist Behaviors Answer Sheet

1. b A
   a B
   f C

2. b A
   f B
   f C

3. d A
   f B
   a C

4. b A
   b B
   f C

5. b A
   b B
   f C
   a D

6. f A
   d B
   f C
   d D

7. f A
   b B
   a C

8. b A
   b B
   f C

9. f A
   b B
   d C

10. d A
    f B
    f C

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

The following is a five-point scale focusing on counselor responsibilities in the area of student access to courses. On the left side of the scale are the Title IX implementation steps basic to achieving compliance with the law. On the right side are the sex equity measures which would fall under the broader scope of Title II of the Education Amendments of 1976, which are designed to reduce sex discrimination, sex bias, and sex stereotyping in vocational education. The mid-point would be beyond non-discrimination but short of full active efforts to achieve sex equity. Read each scale, decide where you are, and circle the number of that point. If you have not achieved minimal compliance, give yourself a "0" on that item.

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	Familiarized yourself with the implications of Title IX regulatory requirements regarding non-discrimination in students access as they pertain to counseling services?				Familiarized yourself with the legislation and regulatory requirements of Title II regarding the limitation of sex discrimination, sex bias, and sex stereotyping in student access to courses as they pertain to counseling services and made suggestions for your programs?
2.	Reviewed your counseling policies, practices, and materials to assess their compliance with Title IX and made modifications as necessary?				Implemented counseling policies, practices, and materials that are not only sex fair but sex affirmative (designed to overcome the effects of past discrimination and bias)?
3.	Notified students that all vocational education courses/programs are open equally to females and males?				Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that each is a viable option designed to meet their individual needs?
4.	Examined all tests used in assigning students to vocational courses/programs to ensure that they do not have a disproportionately adverse effect upon students of one sex?				Identified causative factors and taken remedial steps if the sex fair tests used in assigning students to vocational education courses/programs show that students of one sex score significantly lower on certain subtests?
5.	Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you have found courses with disproportionate enrollments?				Developed and implemented an action plan for reducing the discrepancy in the number of females and males if you have found courses with disproportionate enrollments?
6.	Given your supervisor information regarding any instances of discrimination you have identified in counseling practices, policies, or materials relating to student access to vocational education.				Developed and implemented a monitoring system for determining the effectiveness of action plans to reduce existing sex bias, stereotyping, and discrimination in counseling services and to identify instances of new discrimination that might arise?

Assessing the Counseling Program

	YES	NO	COMMENTS
1. Have you contacted and presented speakers to your students who are presently employed in non-traditional occupations?			
2. Are there programs in school that emphasize the necessity of being prepared to be a household manager as well as a wage earner?			
3. Have teachers in your school been exposed to non-sex-biased practices, and have each of them been made aware of their own sex biases?			
4. Are general survival courses taught in school where students are put into different vocational jobs, paid a certain fixed salary, and are asked to survive on it under present-day costs of living?			
5. Are visitations to vocational classrooms non-traditional to a particular sex encouraged or arranged?			
6. Are you keeping your eyes and ears open for sex-stereotyped comments? If so, what are you doing about them?			
7. Are present course descriptions and course contents updated to eliminate sex-role stereotyping and occupational segregation?			
8. Are students being disciplined fairly and equally in all subject areas?			
9. Do you talk with students individually about their interest areas? Do you encourage non-traditional occupations?			
10. Do you presently have on your campus an orientation class which emphasizes that all classes are open to all students?			
11. On your campus, do you have a student senate which could contribute to the advancement of providing equal education?			
12. Is committee work on reducing sex bias presently being encouraged?			
13. Have you discontinued use of vocational preference tests which utilize separate forms or marking keys for females/males?			

	YES	NO	COMMENTS
14. Are you involving parents in their child's interest survey results?			
15. Are you familiar with Title IX evaluation in your program area?			
16. Do you know your Title IX coordinator?			
17. Is your school newspaper advertising and encouraging enrollment in non-traditional programs?			
18. On campus, is there a class which explains the nature of sex bias in society and in education?			
19. On your campus, are there programs that encourage practical lifetime planning?			
20. Are all classes posting notices that both sexes are welcome?			
21. Is your graphics arts class printing flyers and brochures for each subject area, showing both sexes working together?			
22. Is your school holding career days that emphasize non-traditional speakers and exhibits?			
23. Are awareness programs concerning sex-role stereotyping being presented to the community?			
24. Are non-sex-biased on-the-job experiences being offered?			
25. Are students being made aware of their rights through Title II and Title IX?			
26. Have you contacted television and radio news reporters to promote your program?			
27. Are displays in shopping centers by pioneering students being encouraged?			
28. Have you reviewed course/program enrollments by sex to identify any course with disproportionate numbers?			
29. Have you taken steps to assure yourself that existing programs that have disproportionate enrollments are not the result of sex discrimination in counseling practices?			

	YES	NO	COMMENTS
30. Does scheduling provide opportunities for student selection of non-traditional courses?			
31. Do you provide supportive counseling for male and female students enrolled in vocational training programs nontraditional to their sex?			
32. Have you provided female students realistic information about their futures? (i.e., most of them can expect to work even if they marry)			
33. Are you on the mailing lists of companies and groups developing nonsexist career awareness and testing materials?			
34. Have you participated in in-service training to become more aware of the consequences of sex-role stereotyping?			
35. Have you served as a consultant to the faculty by scheduling informational sessions and suggesting specific activities to reduce sexism?			

MONITORING ENROLLMENT TRENDS

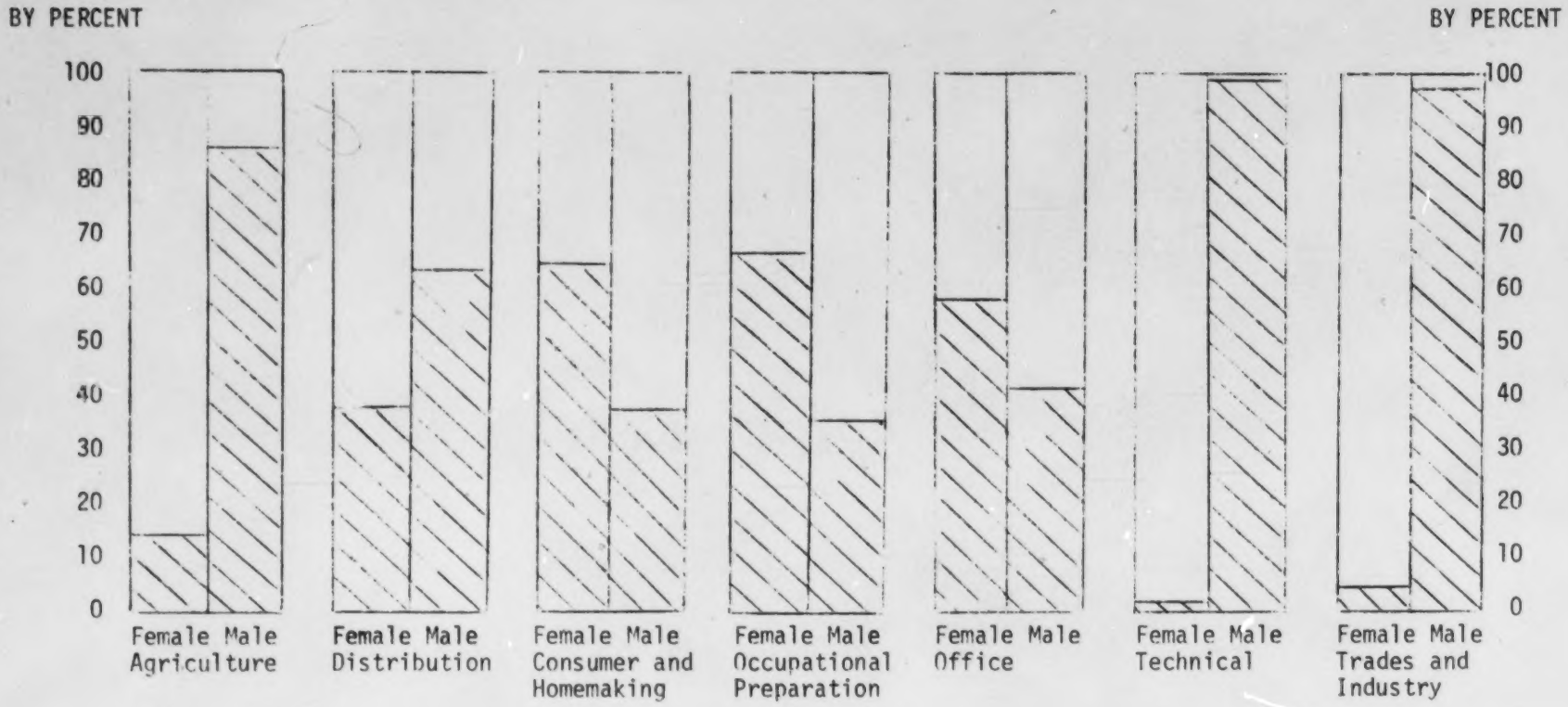
The success of efforts to increase student enrollment in vocational programs nontraditional to their sex may be expressed through actual enrollment increases and decreases as plotted on a line graph. For an example, aggregate enrollment in vocational education is described and then plotted on the following pages. A similar graph of enrollment patterns in a particular school could decorate counseling office walls to remind us of our accomplishments.

Enrollments in Vocational Education Programs
Department of Education
for Fiscal Year Ending June 30, 1977

Source: USOE 346-3 as submitted by the DOE

Programs	Total	Female	Male	Female %	Male %
Section I					
TOTAL - Agriculture	2943	405	2538	14	86
Agricultural Production	1286	80	1206	6	94
Ornamental Horticulture	1657	325	1332	20	80
TOTAL - Distribution	1761	660	1101	37	63
General Merchandise	1761	660	1101	37	63
TOTAL - Consumer/Homemaking	21410	13641	7769	64	36
Comprehensive Homemaking	10983	6160	4823	56	44
Child Development	672	623	49	93	7
Clothing and Textiles	2751	2460	291	89	11
Family Relations	1514	1000	514	66	34
Food and Nutrition	4463	2677	1786	60	40
Home Management	720	418	302	58	42
Housing and Home Furnishings	55	53	2	96	4
Other Consumer/Homemaking	252	250	2	99	1
TOTAL - Occupational Preparation	1208	795	413	66	34
Care and Guidance of Children	98	93	5	95	5
Clothing Management, Prod & Serv	76	67	9	88	12
Food Management, Prod. & Serv	902	541	361	60	40
Institutional & Home Mgt. & Serv.	132	94	38	71	29
TOTAL - Office	12034	6963	5071	58	42
Computer and Console Operators	2983	1813	1170	61	39
Other Business and Data Processing	916	365	551	40	60
Filing, Ofc Machines, Cler. Occup.	3437	1775	1662	52	48
Steno, Secretarial & Related Occup.	2531	1729	802	68	32
Typing & Related Occupations	2167	1281	886	59	41
TOTAL - Technical	520	6	514	1	99
Electrical Technology	56	0	56	0	100
Electromechanical Technology	464	6	458	1	99
TOTAL - Trades & Industrial	3676	97	3579	3	97
Auto Mechanics	1304	22	1282	2	98
Other Automotive	312	0	312	0	100
Other Construction & Maint. Trades	1278	15	1263	1	99
Drafting Occupations	148	9	139	6	94
Graphic Arts Occupations	348	51	297	15	85
Other Metalworking Occupations	286	0	286	0	100
TOTAL ALL PROGRAMS	43,552	22,567	20,985	52	48

ENROLLMENT IN HAWAII HIGH SCHOOL 1976-77 SCHOOL YEAR



ENVIRONMENT

Students may be indirectly influenced through a school environment which reflects sex-role stereotyping. A bulletin board depicting females as typists and males as welders, a textbook using the generic "he" to include both males and females when sex is unspecified, a vocational advisory committee composed entirely of people in traditional occupations; these are examples of the subtle messages students receive which perpetuate sex-role stereotyping in vocational education.

Vocational educators, counselors, and administrators must take the responsibility of evaluating the school environment for sex-stereotyped influences. The materials in this section may be useful in assessing environmental impact and, where necessary, assisting in the creation of a sex-bias free educational setting. Topics discussed include:

-Advisory Committee Membership

-Awards and Honors

-Bulletin Boards and Displays

-Co-Curricular Activities

-Facilities

-Teaching Materials

-Textbooks

ADVISORY COMMITTEE MEMBERSHIP

Title II of the Education Amendments of 1976, Public Law 94-482, requires that the membership of the State Advisory Council shall include one or more members who are women with backgrounds and experiences in employment and training programs and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training and employment, and of sex stereotyping in vocational education. The National Advisory Council on Vocational Education is also required to include women with similar backgrounds.

If the State of Hawaii is required to conform to the aforementioned, it is recommended that the local school advisory committee for vocational education follow a similar pattern. Affirmative action may also be taken by selecting representatives in occupations nontraditional to their sex and by having equal representation of both men and women on the committee.

AWARDS AND HONORS

Many schools recognize outstanding student accomplishments through awards and honors. To insure that awards and honors are sex-bias free and in compliance with the spirit and intent of Title IX, the following check may be applied:

1. Does the title of the award or honor mention gender? (i.e. the Best Male Future Farmer)

2. Does qualification criteria favor male or female selection?

3. Is the generic "he" used to include both male and female when sex is not specified?

4. Are award ceremonies more elaborate in situations where one sex has traditionally been honored?

If the answer is YES to any of the above, appropriate action should be considered.

BULLETIN BOARDS AND DISPLAYS

Bulletin boards, exhibits, and other displays may also reinforce sex-biased attitudes and serve as a barrier to students who might be interested in an occupation nontraditional to their sex. Posters, illustrations from magazines, even cartoons should be analyzed for messages of sex-role stereotyping before being displayed.

Some questions that may be asked in order to assess the bias present in displays are:

1. Do bulletin boards and displays portray males and females in occupations nontraditional to their sex?

2. Is there a balanced representation of males and females?

3. Is equal access to programs stressed in bulletin boards and displays?

4. Is sex-bias free language used in the title or other written messages included in the display?

5. Are students encouraged to analyze displays for sex-role stereotyping?

6. Are there illustrations of both women and men as administrators and leaders?

7. Are there illustrations of both men and women in nurturing roles?

Bulletin boards/displays for affirmative action may illustrate non-traditional career opportunities for women.

CO-CURRICULAR ACTIVITIES

Sex bias and sex-role stereotyping may also occur in the organization of co-curricular activities. Title IX of the Education Amendments of 1972 forbids separate offerings on the basis of sex of either courses or educational activities. The following checklist may help discover pockets of sex-role stereotyping.

1. Do sex segregated clubs, activities, and/or assemblies exist?
2. Are there any organizations with no female membership?
3. Are there any organizations with no male membership?
4. Are some organization or student government offices traditionally or officially reserved for one sex?
5. Are any clubs or organizations dominated by one sex?
6. Is sex a criteria for participating in such activities as cheerleaders, hall monitors, office helpers, audio visual aides, etc.?

FACILITIES

The availability of all facilities to all students regardless of sex is another aspect of the environment that must be scrutinized. Both males and females must feel welcome in all classrooms and have equal access to all materials, supplies, and equipment. In some instances, affirmative action may have to be taken to introduce students to parts of the campus that have traditionally been dominated by males or females. The following checklist may provide analytical assistance in determining if sex-role stereotyping or sex bias exists in the use of facilities.

1. Are general building facilities designated for one sex only?
2. Are certain facilities limited to use by one sex?
3. Do sex segregated organizations use school facilities?
4. Are buildings on campus named after only one sex?
5. Do necessary separate facilities exist on an equal basis?
6. Are both sexes provided fair and equal access to all facilities?
7. Is there equitable utilization of facilities, equipment, and instructional materials for all students regardless of sex?

If the answer to questions one thru four is "Yes," and the answer to questions five thru seven is "No," sex bias or discrimination may exist. Steps should be taken immediately to correct the problem.

TEACHING MATERIALS

Specific occupations and social roles may be defined in the teaching materials and language used by the instructor. The subtle stereotyping which takes place through illustrations, language, film dialogue, etc., can indeed limit a student's perception of the total number of occupational options available.

A-V MATERIALS (Films, Slides, Flimstrips)

1. Does the title have a male or female connotation?

2. Is narration by only one sex?

3. Are characters in the following roles predominantly male or female?

   independent--making decisions
   nurturing--giving care and being sensitive
   aggressive--dominating, competing, and leading
   subordinate--passive, following orders

4. In school settings are males engaged in math, science, sports, student government, and career preparation while females are engaged in home economics and the arts? Are females preoccupied with appearance, marriage, and popularity?

5. Are males shown as competitors and females as cheerleaders?

ARTWORK (Illustrations, Transparencies)

1. Is gender balance evident in drawings, photographs, and transparencies?

2. Have attempts been made to show men and women in a wide variety of professions and trades?

3. Are pastel colors and fuzzy-lined definitions used when illustrating females and strong colors and bold lines used when illustrating males?

4. Are males shown in the roles of executives, supervisors and leaders?

LANGUAGE

1. Is the generic "he" used to include both males and females when sex is not specified?

   Example: "The doctor, he. . ."
   Suggestion: Eliminate "he" or state the doctor's name.

2. Is a universal male term used when the word is meant to include both sexes?

   Example: mankind or forefathers
   Suggestion: Use humankind or ancestors.

3. Is the male term consistently placed before the female term?

   Example: he and she; boys and girls
   Suggestion: Transpose.

4. Are occupational titles used where man is part of the job terminology?

   Example: businessman or chairman
   Suggestion: Use businessperson or chairperson.

5. When a women or man holds a non-traditional job, is there an unnecessary focus on the person's sex?

   Example: the woman doctor; the male nurse
   Suggestion: Eliminate reference to sex.

TEXTBOOKS

Textbooks convey images of appropriate male and female behavior and provide norms and standards for how men, women, boys and girls should act. If a girl is to have learning experiences which develop a positive attitude of self worth, she must see other females as having power, making significant contributions, and sharing in the joys and sorrows of the events of past and present. At the same time, boys should be provided male role models in a wider variety of occupations and as contributors to family life.

Consider using the following checklist to evaluate textbooks for sex-role stereotyping.

1. Do descriptions, depictions, labels, or retorts tend to demean, stereotype, or patronize females?

2. Are there approximately equal references to or illustrations of male and female characters?

3. Are mentally and physically active, creative, problem-solving roles divided evenly between male and female characters?

4. Are successes and failures in various roles evenly divided between males and females?

5. Do emotions such as fear, anger, aggression, excitement, or tenderness occur randomly among characters regardless of sex?

6. Are traditional activities engaged in by characters of one sex balanced by the presentation of non-traditional activities for characters of that sex?

7. Are women and men represented equally in professional or executive roles, vocations, or other gainful occupations?

8. Where lifestyle choices are discussed, are both males and females offered an equally wide range of aspirations?

9. Are the contributions to vocational education of women as well as men discussed?

10. Is sexually neutral language used whenever possible?

PUBLIC RELATIONS

The reduction of sex-role stereotyping is not a one-time special effort made by vocational educators alone. Rather, it is a broadbased endeavor that extends over time and involves the coordination of efforts that range from the classroom to the community. If students are to enroll in and successfully complete vocational training programs nontraditional to their sex, they must have the support of their family, peers, counselors, teachers (both general and vocational educators), and the community at large. To be supportive, each of these groups must understand how sex bias and sex-role stereotyping affects people.

Basic components of a program to reduce sex-role stereotyping by recruiting students into nontraditional programs include:

-Recognition by students that they have access to a full range of occupational fields and vocational education programs

-Integration of recruitment efforts as a function of vocational education

-Involvement of both vocational and general educators over an extended period of time

-Realization of vocational educators of both the direct and indirect role they play in increasing student enrollment in nontraditional programs

-Coordination of people, information, and activities in the school and the community.

This section of the Sourcebook contains methods and suggestions to meet these components by outlining public relations activities for the community, school staff, and students. Topics include:

Community Awareness Workshop
School Personnel Awareness Workshop
Student Awareness Workshops
    Mini-Session
    Classroom Instruction
        Option A
        Option B
Tour of Vocational Facilities
Career Fair
Brochures

COMMUNITY AWARENESS WORKSHOPS

COMMUNITY AWARENESS

PURPOSE: To acquaint participants with the subtlety and expansiveness of sex-role stereotyping and to promote support for students in vocational training programs nontraditional to their sex.

SPONSOR: Vocational education department members, school administrators.

TIME: Approximately one hour.

PLACE: Take the workshop to the community by sending speakers to various community groups or Bring the community to the school by sponsoring a "Nontraditional" Open House.

MATERIALS: Overhead transparencies and/or Handouts
Overhead projector
*Certain filmstrips may also prove useful; refer to Audio-Visual Aids.

METHODOLOGY:

1. Establish a cadre of speakers to serve as resource speakers to various community organizations.

2. Identify various community groups i.e.:

PTA's	advisory groups
churches	fraternal organizations
schools	unions
business organizations	community associations

3. Advertise availability of cadre.

   Note: Certain speakers may be more effective with particular groups or organizations and should be identified. Also, special attention should be given to groups with specific ethnic and/or cultural interests.

4. Print handouts for participants; prepare overhead transparencies.

5. Distribute handouts to participants as they enter the presentation room.

6. Conduct the next 4 activities as explained on the following pages.

ACTIVITY ONE: Value Voting: A Warm-Up Activity

PURPOSE: To encourage participants to think about the psychological and economic results of sex discrimination.

TIME: Approximately 10 minutes.

MATERIALS: Copy of questions to be read to participants.

METHODOLOGY:

1. Seat participants so that they can see one another.
2. Explain that this is a value voting activity and that participants will be asked to vote on a series of statements that will be read to them.
3. Explain the voting procedure:

   -thumbs up--"I agree"
   -thumbs down--"I disagree"
   -arms spread wide--"I don't know"
   -arms folded--"I don't want to say"

4. Suggest that participants express only their first reaction to statements.
5. Read statements (as few or as many as necessary to involve the participants).
6. Ask for discussion of certain statements for which disagreement is expressed.
7. Summarize by reminding participants that we are all individuals with different ideas of what is wrong or right. These are our biases. Very few of us intentionally discriminate but sometimes we unintentionally discriminate because of our biases.

STATEMENTS:

1. The way things are now, it's better to be a man than a woman.
2. It's OK for a girl to play on a male team if she's a good athlete.
3. Men should make the important decisions because men think, while women act on their emotions.
4. It's OK for a woman to be aggressive.
5. It's OK for a boy to cry.
6. It's OK for a man to cry.
7. It's important to me that a man act like a "real man" and that a woman act like a "real woman."

8. Men should be more honest about their feelings toward other people.

9. Women are less self-confident than men.

10. Men should pretend to know more than they really do, in order to appear "professional".

11. It is hard for women to do their best when competing with men.

12. Men like women who are followers not leaders.

13. Boys and girls should be brought up in the same way.

14. Sex stereotyping has damaging effects on girls' views of themselves.

15. Sex stereotyping has damaging effects on boy's views of themselves.

16. A woman should be willing to leave her job to follow her husband's job.

17. A man should be willing to leave his job to follow his wife's job.

18. It's a woman's responsibility to take time off from her job to raise children.

19. It's a man's responsibility to take care of his wife and children.

20. Husbands and wives should have equal responsibility for household maintenance.

21. Husbands and wives should have equal responsibility for childcare.

22. Husbands and wives should have equal responsibility for wage-earning.

23. It's important to me that I know I'm able to support myself (and my children).

24. Most women aren't very capable--they should leave the difficult jobs to men.

25. Men and women should be paid equally for the same work.

26. A woman shouldn't take a job that pays more than her husband's job.

27. All jobs should be open to both women and men.

28. A woman can do most everything on the job that a man can do.

29. A man can do most everything on the job that a woman can do.

30. Schools should encourage both girls and boys to consider all kinds of job options.

ACTIVITY TWO: Sex Stereotyping and the World of Work

TIME: Approximately 15 minutes

MATERIALS: Overhead projector, transparencies

METHODOLOGY: Note: "The Women's Prejudice Film" may replace this lecturette. See Audio-Visual Aids Section.

1. Introduce the transparency presentation with a statement such as the following:

   "I am now going to present current data on the status and participation of women and men in the labor force to enable you to check out your perceptions and become acquainted with the current situation."

2. Show the transparencies. The following is a list of comments and questions to further involve participants in the process of becoming aware of the facts.

   Slide 1: Show slide; read heading.

   "Women have been moving into the labor force at an increasingly rapid rate. In fact, the Labor Department projected that the figures you see here would not be reached until 1985. By 1990, half of all women aged 16 to 64 will be in the labor force.

   The next two charts deal with the myth that women are not seriously attached to the labor force."

   Slide 2 and 3: Show slides; read headings. Ask the group, *"Why do women work?"* Summarize responses.

   Slide 4: Show slide; read heading.

   Slide 5: Show slide; read heading.

   "The U.S. Department of the Census defines a family as headed by a women if only the woman is present. If her husband is in the home he is defined as head of that household even if he is not a wage earner, earns less than his wife, or is unemployed."

   Slide 6: Show slide; read heading.

   "What do you notice about the gap between the earnings of women and men and their education? Why do you think there is such a difference?"

   Slide 7: Show slide; read heading. Ask participants what can be done to change the earnings gap.

   Slide 8: Show slide; read as a summary.

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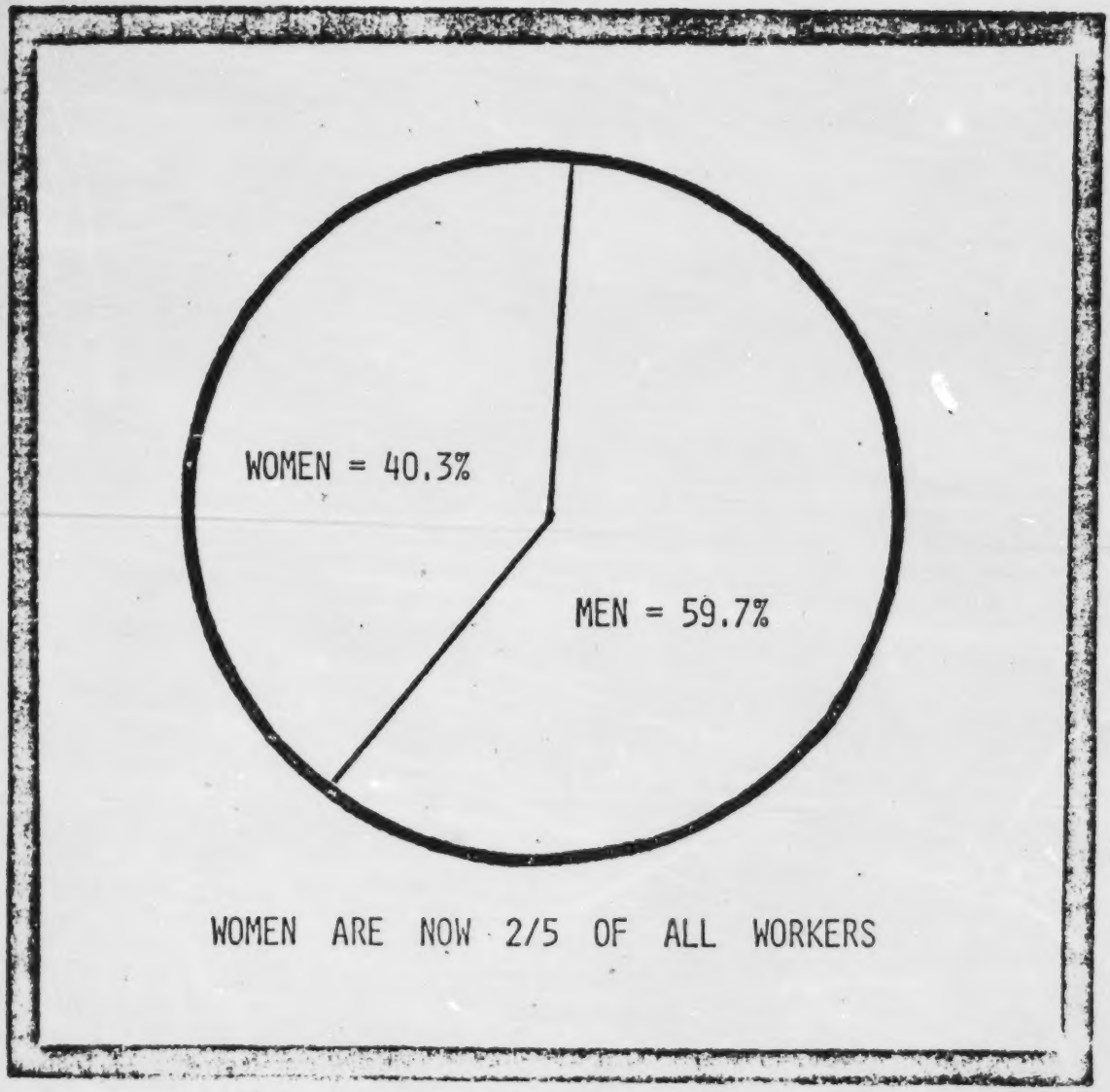

Source: U.S. Department of Labor, Bureau of Labor Statistics.

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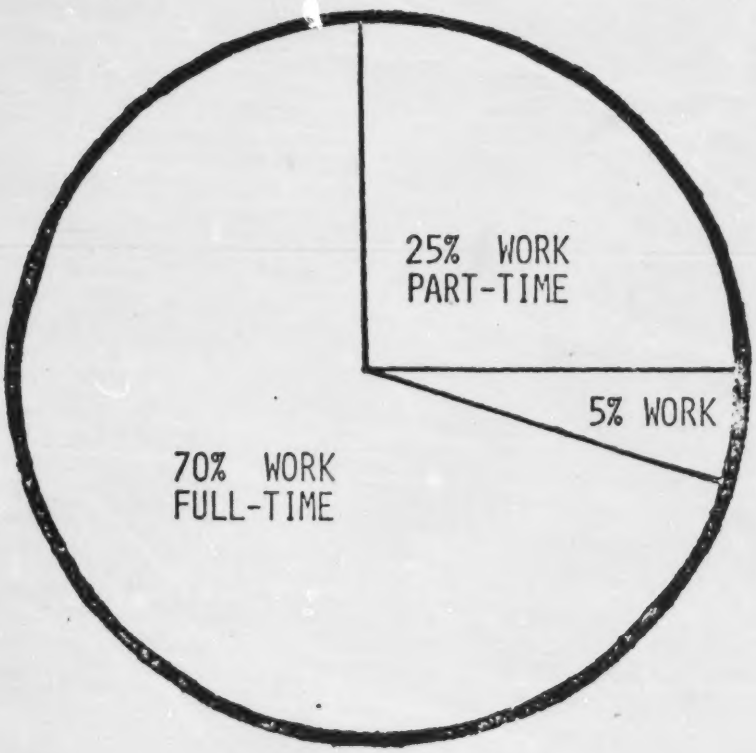

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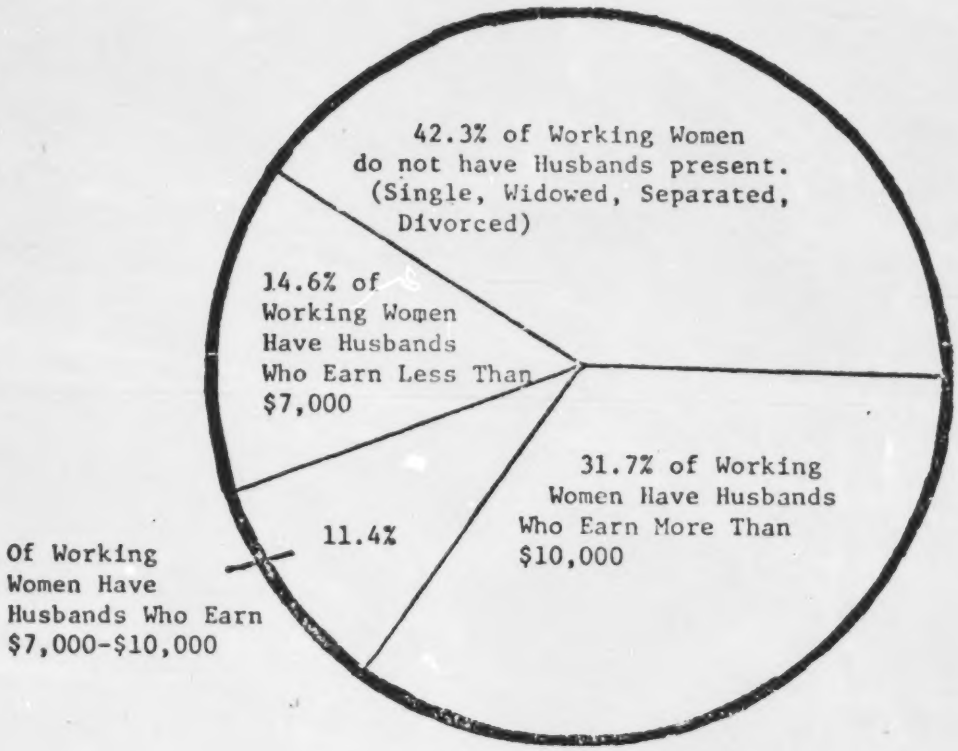
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All Working Women

68.3% OF WORKING WOMEN EITHER SUPPORT THEMSELVES, THEIR CHILDREN, OR CONTRIBUTE IN AN ESSENTIAL WAY TO THEIR FAMILY INCOME.

Source: U.S. Department of Labor, Bureau of Labor Statistics.

CHANGES IN FAMILY COMPOSITION AND ROLE DEFINITIONS WITHIN FAMILIES ADD TO THE NECESSITY FOR WOMEN TO MAKE A "LIVING WAGE."

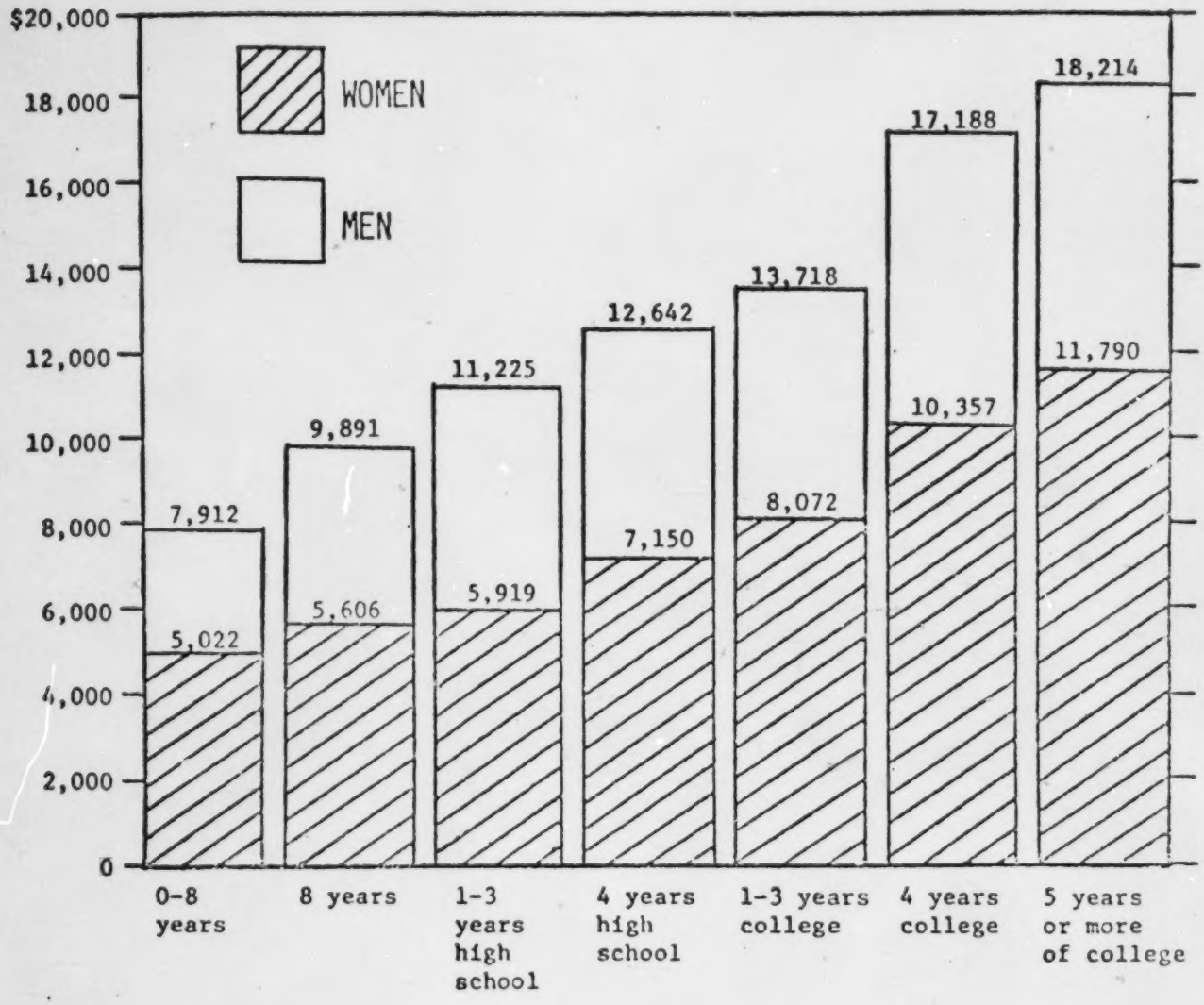
-- FAMILIES HEADED BY WOMEN* HAVE INCREASED 100% SINCE 1940, WHILE ALL FAMILIES HAVE INCREASED BY 70%. FAMILIES HEADED BY WOMEN CONSTITUTE 13% OF ALL FAMILIES.

-- THE FAMILY MODEL OF THE HUSBAND AS THE BREADWINNER, WITH THE WIFE AS A FULL-TIME HOMEMAKER, EXISTS FOR ONLY 34% OF ALL HUSBAND-WIFE FAMILIES.

*The U.S. Department of Census defines a family as headed by a woman when there is no man present.

Source: Special Labor Reports 189 and 190, U.S. Department of Labor, Bureau of Labor Statistics.

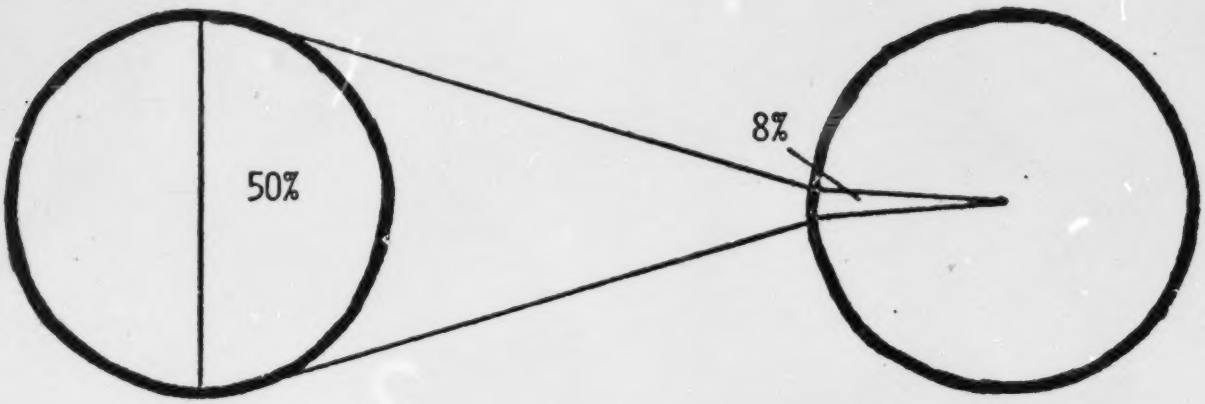
WOMEN CONSISTENTLY EARN LESS THAN MEN AT EACH EDUCATIONAL LEVEL.



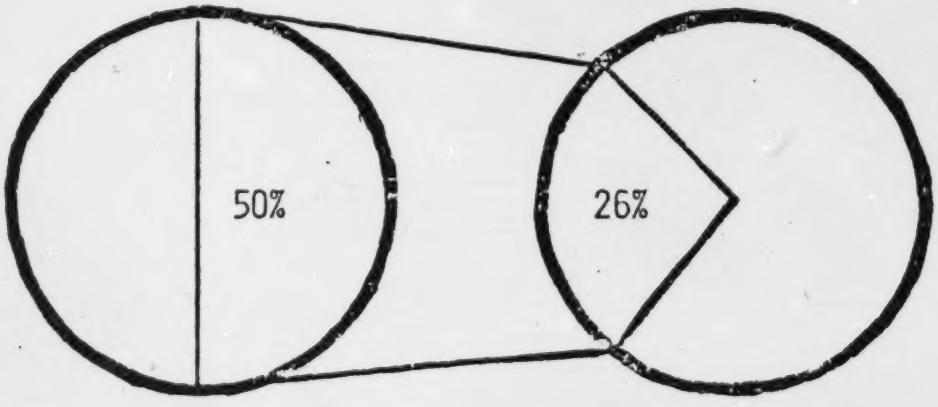
MEDIAN INCOME OF YEAR-ROUND FULL-TIME CIVILIAN WORKERS BY SEX AND EDUCATIONAL ATTAINMENT

Source: U.S. Department of Labor, Women's Bureau.

THE PRIMARY REASON FOR THE DISCREPANCY BETWEEN THE WAGES OF WOMEN AND MEN IS THAT MOST WOMEN ARE CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS. TRADITIONAL WOMEN'S JOBS ARE IN THE LOWER PAYING OCCUPATIONS, OR LOWER STATUS POSITIONS WITHIN THE HIGHER PAID OCCUPATIONAL GROUPS.



1/2 OF ALL WOMEN ARE CONCENTRATED IN 8% OF THE MAJOR OCCUPATIONS.



1/2 OF ALL MEN ARE SPREAD THROUGHOUT 26% OF THE MAJOR OCCUPATIONS.

Source: U.S. Department of Commerce, Bureau of [illegible] Census.

ONE WAY TO ELIMINATE THE EARNINGS GAP IS TO ENCOURAGE MORE GIRLS AND WOMEN TO SEEK NON-TRADITIONAL JOBS SINCE THESE OFFER HIGHER WAGES, HIGHER STATUS AND MORE OPPORTUNITY FOR ADVANCEMENT. THIS IS NOW MORE POSSIBLE THAN EVER BEFORE BECAUSE THE MOST LABOR FORCE EXPANSION PRESENTLY EXISTS IN NON-TRADITIONAL TECHNICAL AREAS.

CONSIDERATION OF THESE NEW OPTIONS AND A RE-EXAMINATION OF SOCIETAL ATTITUDES TOWARD WOMEN AND WORK MUST OCCUR IF EQUAL EMPLOYMENT OPPORTUNITY IS TRULY TO EXIST FOR ALL.

ACTIVITY THREE: Project EGO--Equal Goals in Occupations

PURPOSE: To increase participants awareness of Department of Education efforts to reduce sex-role stereotyping in vocational education.

TIME: Approximately 15 minutes

MATERIALS: EGO materials used in the school.

METHODOLOGY:

1. Introduce Equal Goals in Occupations as a federally funded project to reduce sex-role stereotyping in vocational education as mandated by legislation, Public Law 94-482, Title II of the Education Amendments of 1976.

2. Walk participants through EGO Sourcebook or explain particular efforts in detail.

ACTIVITY FOUR: Self-Assessment

PURPOSE: To provide participants an opportunity to examine the ways in which they may be perpetuating sex-role stereotyping.

TIME: Approximately 15 minutes

MATERIALS: "Questions For Parents" handout.

METHODOLOGY:

1. Provide each participant with a self-assessment questionnaire, "Questions for Parents."

2. Ask participants to complete the questionnaire. Explain that the questionnaire is theirs to keep and answers should be honest, not academic.

3. Answer questions or hold discussion as necessary while participants complete questionnaire.

QUESTIONS FOR PARENTS

Awareness	Yes	No
1. I discuss with my children sex-bias, its causes and possible effects.	—	—
2. I am aware of research which indicates that children who are least sex-stereotyped are also among the most creative and intelligent.	—	—
3. I seek out current literature on women's rights, sex discrimination, and sexism in education.	—	—
4. I provide my children with supplemental reading material to enrich their learning about women's contributions and struggles across different ethnic and class backgrounds within American society.	—	—
5. I assist my children in examining their texts for sexism and other biases (racism, classism, ageism, etc.).	—	—
6. I explain to my daughter that she should realize that at least 25 years of her adult life will not be filled with childbearing and childrearing (and longer if she chooses not to have children).	—	—
7. I encourage my daughter to consider a wide range of occupations which are not roles imposed by others but are a reflection of her abilities and interests.	—	—
8. I encourage my son to consider a wide range of job possibilities, including those traditionally ignored by males such as nursing and teaching young children.	—	—
9. I explain to my son that if he plans to be a parent, he must recognize that his work outside the home may be interrupted while he assumes equal responsibility for childcare.	—	—

In my home		
1. I am careful not to organize activities along "this is for boys, this is for girls" lines.	—	—
2. I avoid dividing chores by sex (e.g. boys mow lawns, girls dust furniture).	—	—
3. I give my son a doll and encourage him to be nurturant and loving.	—	—
4. I give my daughter a soccer ball and encourage her to be physically active.	—	—
5. I do not expect my daughter to be any more "mannered" in the conventional sense than my son. I teach them both a respect for the humanness of others.	—	—
6. I tend to curb my socialization which says to discipline my daughter leniently and verbally, and my son strictly and physically.	—	—

QUESTIONS FOR PARENTS (contd)

	Yes	No
7. I am working to tolerate the same degree of independence, assertiveness, loudness, and restlessness from my daughter as from my son; and dependence, expression of fear, tenderness, and giggling from my son as from my daughter.	___	___
8. I try to respond honestly to my children's questions about sexuality, and give information to my son and daughter about abortion, contraception, heterosexuality, homosexuality, lesbianism, family planning, and venereal disease.	___	___
9. I do not tolerate more slang and rough language from my son than from my daughter.	___	___
10. I have broken my habit of thinking of and referring to only girls as "sweet, helpful, gentle, neat, passive, dainty, emotional, and weak"; I have given up thinking of and referring to only boys as "strong, aggressive, active, bad, athletic, creative, intellectual, and brave."	___	___
11. I challenge demeaning comments made by one sex about the other, such as "I don't want to play a dumb girl's game," "She's only a dumb girl," "He's all brawn and no brain."	___	___

Concerning my child's schooling

1. I support equally my daughter's and son's involvement in extra-curricular activities, and I pay special attention to the development of new coeducational sports programs as well as additional athletic activities for girls.	___	___
2. I have conferred with my child's teachers about my concern over the damaging effects of sex and race stereotyping.	___	___
3. I share with my child's other parent (when possible) responsibility for PTA, PTSA, school volunteering, cookie baking, etc.	___	___
4. I encourage the school library (and the public library) to add materials and books from presses publishing items about nonstereotyped females and males (e.g. The Feminist Press, Daughters, Inc., Lollipop Power, New Seed Press).	___	___
5. I have encouraged the PTA or other parent groups to schedule a program on sexism in education at one of their meetings.	___	___
6. I have familiarized myself with Title IX regulations (available from H.E.W.) and state laws (available from state departments of education) which prohibit discrimination on the basis of sex in education.	___	___
7. I have helped to organize a group of concerned community people to assist the school district in identifying and eliminating sex and race discrimination.	___	___
8. I have helped to outline to members of the School Board the damaging effects of sex and race discrimination, and my concern that it be eliminated.	___	___

SCHOOL PERSONNEL AWARENESS WORKSHOPS

SCHOOL PERSONNEL AWARENESS

PURPOSE: To describe the materials available through Project EGO to reduce sex-role stereotyping in vocational education programs as mandated by federal legislation and to provide general awareness of the necessity for such legislation.

SPONSOR: Vocational education department chairperson, school administrators

TIME: One vocational education staff personnel meeting. Additional meetings are desirable to further increase awareness of the problem and to discuss activities to overcome the problem.

MATERIALS: Overhead transparentices, overhead projector, screen, EGO Sourcebook.

METHODOLOGY:

1. Become familiar with the EGO Sourcebook.
2. Arrange staff meeting date with school administrators and department members.
3. Prepare overhead transparencies and handouts; obtain films if you choose to use any.
4. Advertise meeting to encourage attendance.
5. Conduct the next 5 activities as explained on the following pages.

NOTE: As participants review other sections of the Sourcebook, they will increase their awareness of the many facets of sex-role stereotyping. They should be encouraged to think of ways to use all the materials in a variety of situations.

ACTIVITY ONE: Sex Stereotyping and the World of Work

TIME: Approximately 15 minutes.

MATERIALS: Overhead projector, transparencies.

METHODOLOGY:

1. Introduce the transparency presentation:
   "I am now going to present current data on the status and participation of women and men in the labor force to enable you to check out your perceptions and become acquainted with the current situation."

2. Show the transparencies. The following comments and questions may be used to further involve participants in the process of becoming aware of the facts.

   Slide 1: Show slide; read heading.
   "Women have been moving into the labor force at an increasingly rapid rate. In fact, the Labor Department projected that the figures you see here would not be reached until 1985. By 1990, half of all women aged 16 to 64 will be in the labor force.

   The next two charts deal with the myth that women are not seriously attached to the labor force."

   Slides 2 and 3: Show slides; read headings. Ask the group: *"Why do women work?"* Summarize responses.

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   Slide 7: Show slide; read heading. Ask participants what can be done to change the earnings gap.

   Slide 8: Show slide; read as a summary.

3. Discuss and answer questions as necessary.

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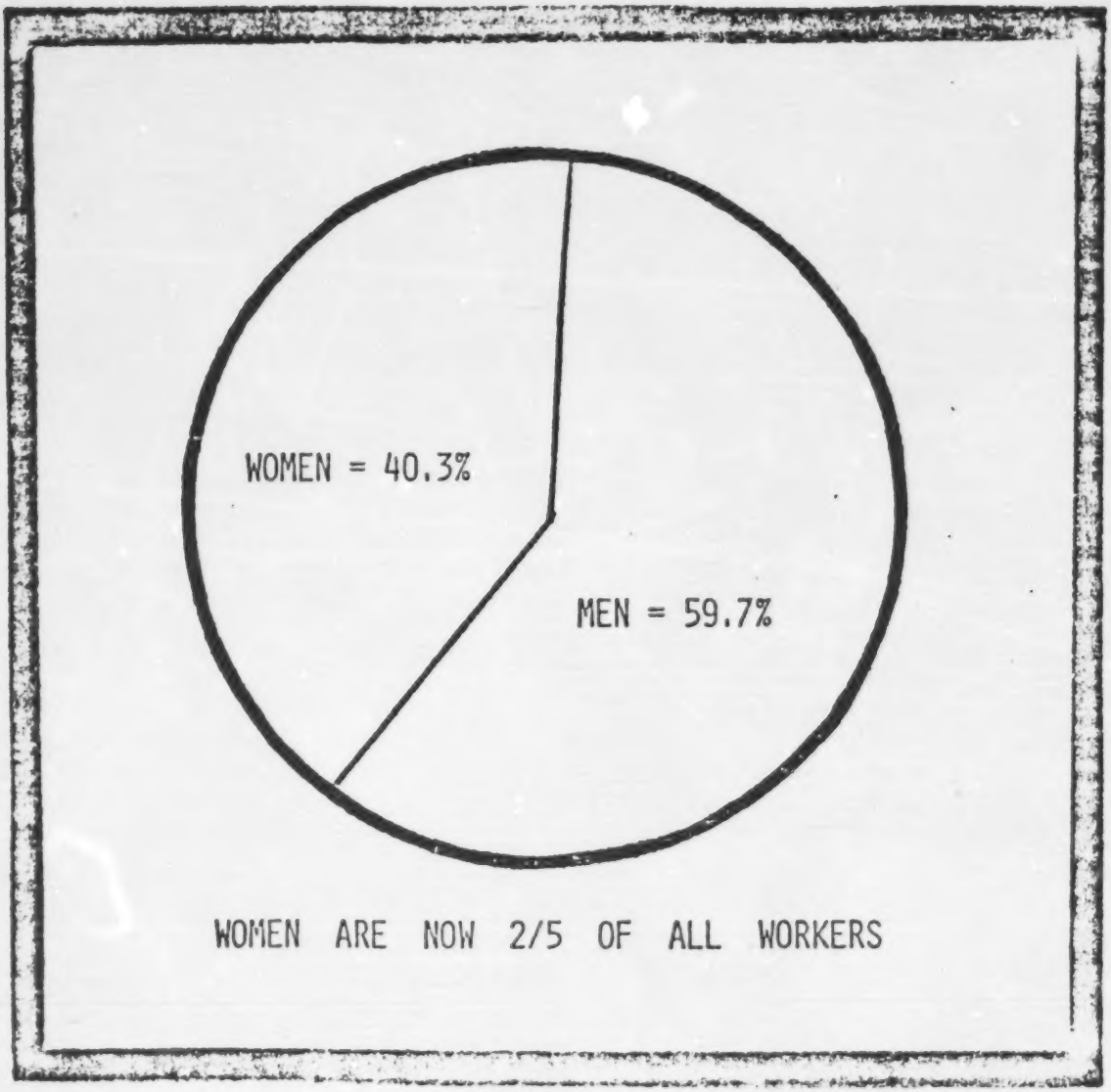

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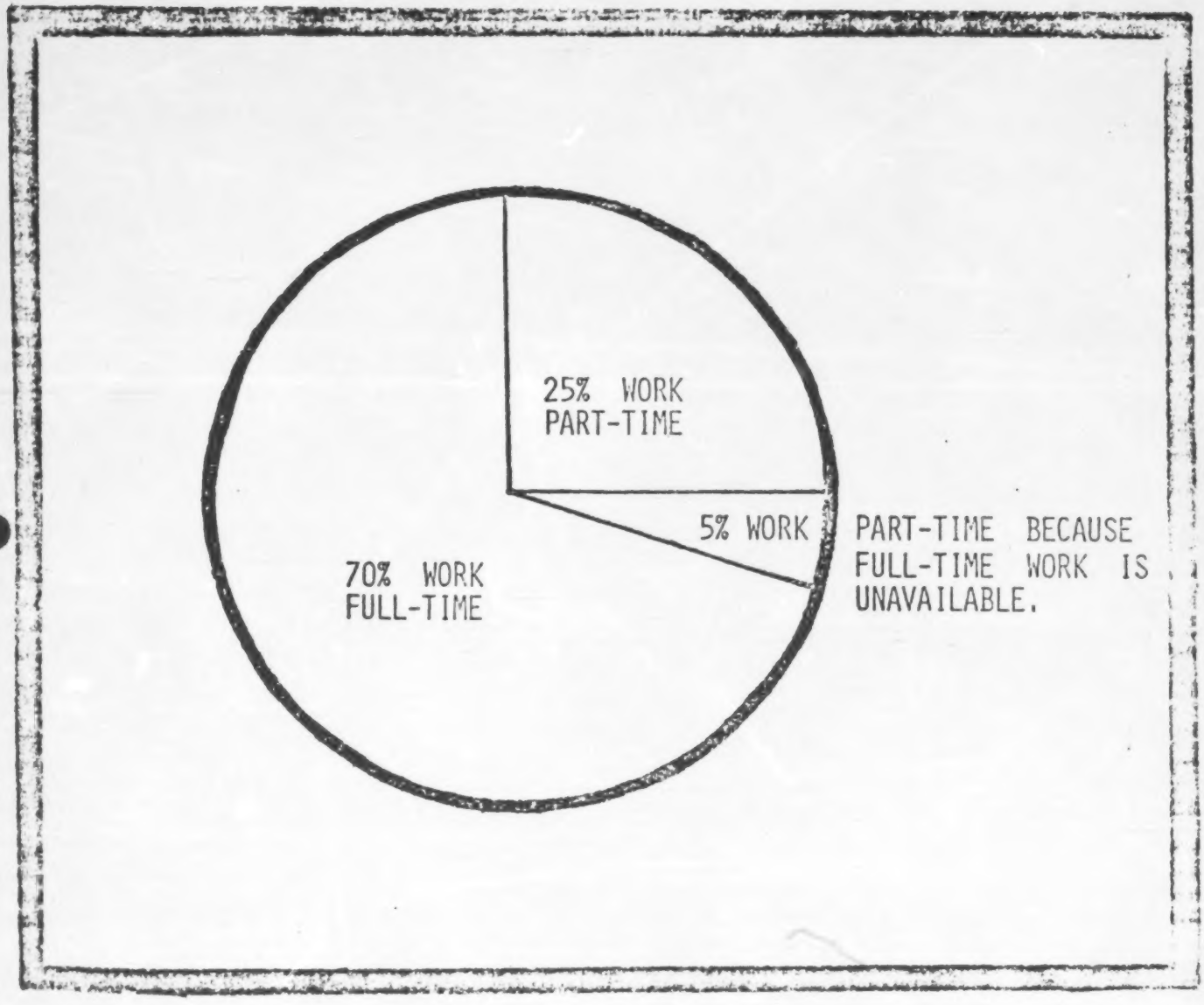

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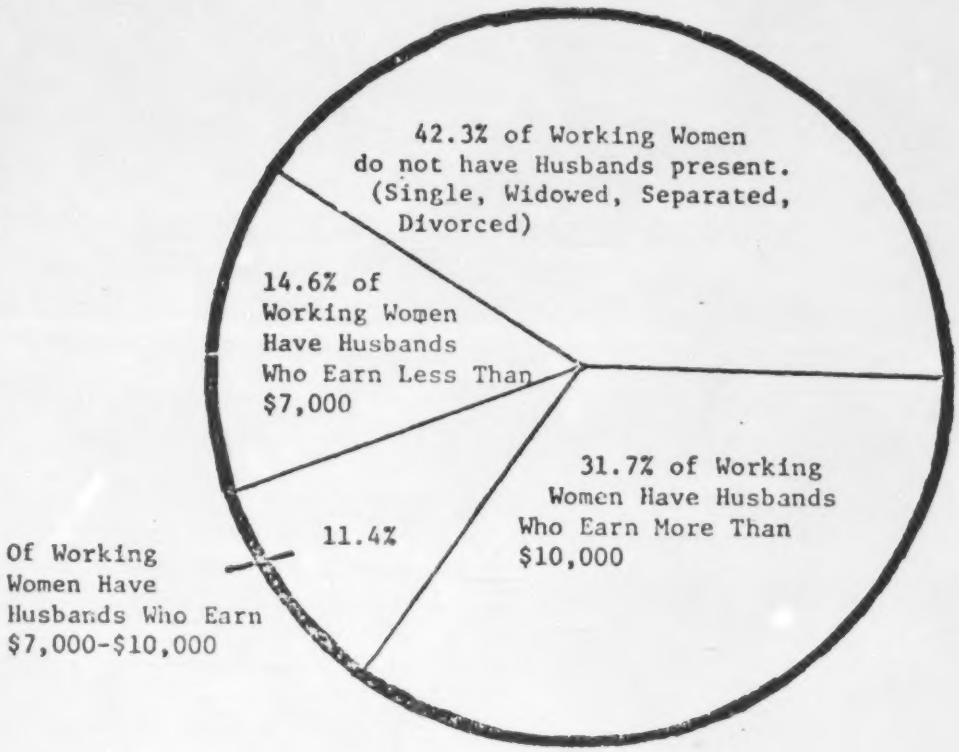
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Source: U.S. Department of Labor, Bureau of Labor Statistics.

CHANGES IN FAMILY COMPOSITION AND ROLE DEFINITIONS WITHIN FAMILIES ADD TO THE NECESSITY FOR WOMEN TO MAKE A "LIVING WAGE."

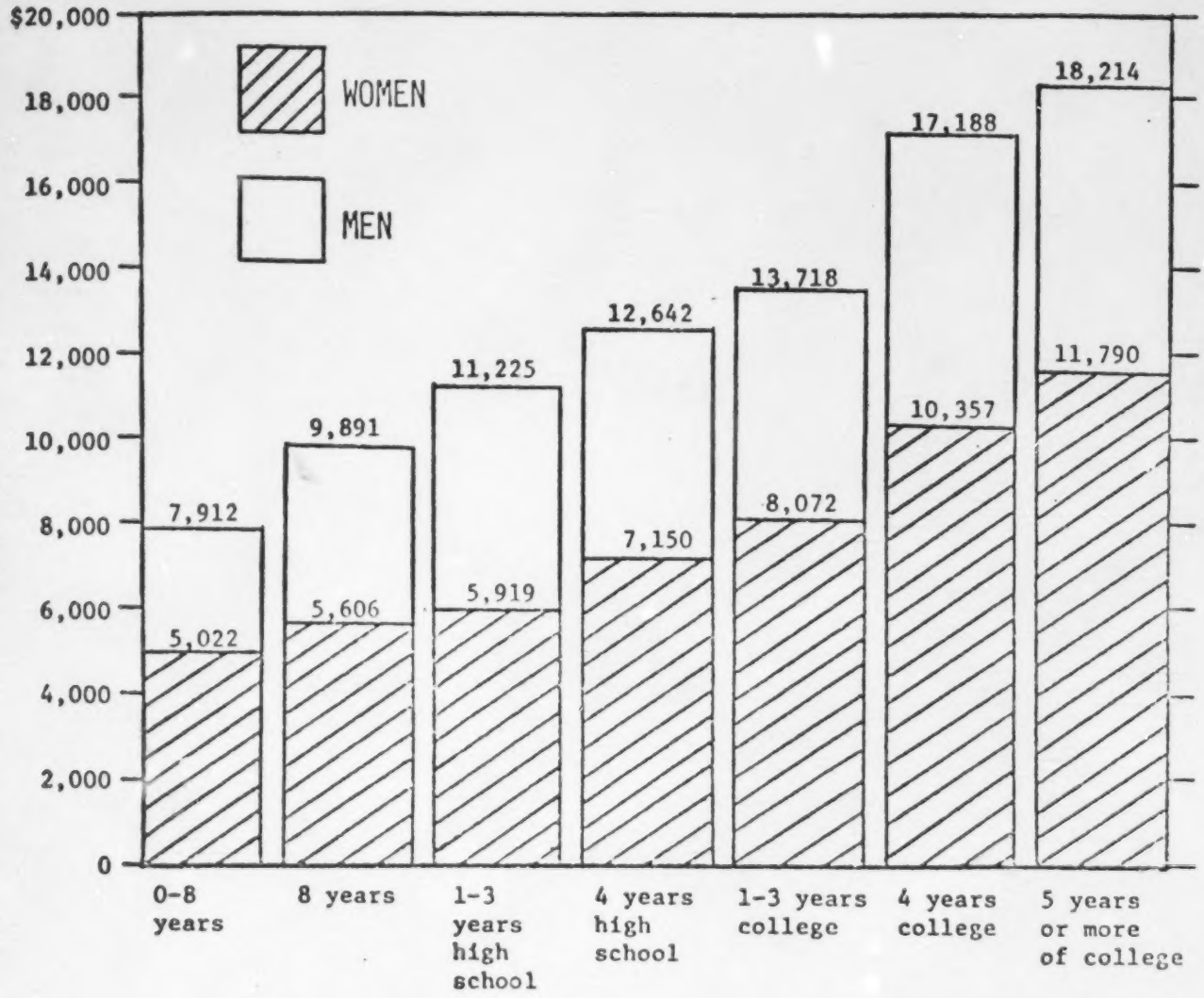
-- FAMILIES HEADED BY WOMEN* HAVE INCREASED 100% SINCE 1940, WHILE ALL FAMILIES HAVE INCREASED BY 70%. FAMILIES HEADED BY WOMEN CONSTITUTE 13% OF ALL FAMILIES.

-- THE FAMILY MODEL OF THE HUSBAND AS THE BREADWINNER, WITH THE WIFE AS A FULL-TIME HOMEMAKER, EXISTS FOR ONLY 34% OF ALL HUSBAND-WIFE FAMILIES.

*The U.S. Department of Census defines a family as headed by a woman when there is no man present.

Source: Special Labor Reports 189 and 190, U.S. Department of Labor, Bureau of Labor Statistics.

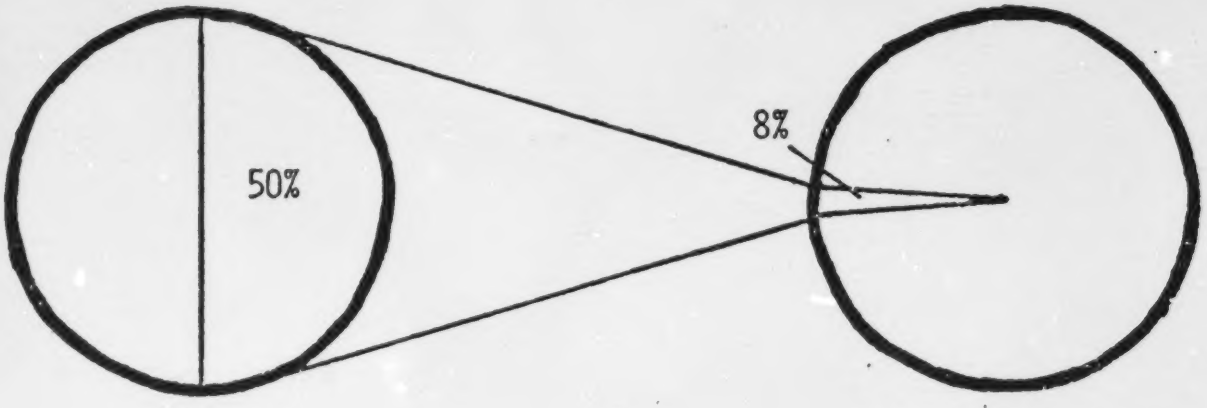
WOMEN CONSISTENTLY EARN LESS THAN MEN AT EACH EDUCATIONAL LEVEL.



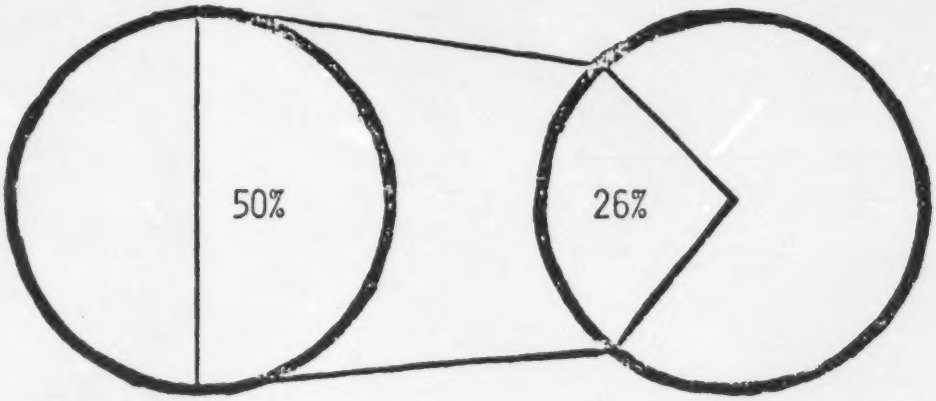
MEDIAN INCOME OF YEAR-ROUND FULL-TIME CIVILIAN WORKERS BY SEX AND EDUCATIONAL ATTAINMENT

Source: U.S. Department of Labor, Women's Bureau.

THE PRIMARY REASON FOR THE DISCREPANCY BETWEEN THE WAGES OF WOMEN AND MEN IS THAT MOST WOMEN ARE CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS. TRADITIONAL WOMEN'S JOBS ARE IN THE LOWER PAYING OCCUPATIONS, OR LOWER STATUS POSITIONS WITHIN THE HIGHER PAID OCCUPATIONAL GROUPS.



1/2 OF ALL WOMEN ARE CONCENTRATED IN 8% OF THE MAJOR OCCUPATIONS.



1/2 OF ALL MEN ARE SPREAD THROUGHOUT 26% OF THE MAJOR OCCUPATIONS.

Source: U.S. Department of Commerce, Bureau of the Census.

ONE WAY TO ELIMINATE THE EARNINGS GAP IS TO ENCOURAGE MORE GIRLS AND WOMEN TO SEEK NON-TRADITIONAL JOBS SINCE THESE OFFER HIGHER WAGES, HIGHER STATUS AND MORE OPPORTUNITY FOR ADVANCEMENT. THIS IS NOW MORE POSSIBLE THAN EVER BEFORE BECAUSE THE MOST LABOR FORCE EXPANSION PRESENTLY EXISTS IN NON-TRADITIONAL TECHNICAL AREAS.

CONSIDERATION OF THESE NEW OPTIONS AND A RE-EXAMINATION OF SOCIETAL ATTITUDES TOWARD WOMEN AND WORK MUST OCCUR IF EQUAL EMPLOYMENT OPPORTUNITY IS TRULY TO EXIST FOR ALL.

ACTIVITY TWO: Federal Legislation

PURPOSE: To provide an overview of Title IX of the 1972 Education Amendments and the relevant portion of Title II of the Education Amendments of 1976 which affect sex equity in vocational education.

TIME: Approximately 10 minutes.

MATERIALS: Overhead transparencies and handouts.

METHODOLOGY:

1. Introduce rationale for legislation with comments such as the following:
   "Now we have a basic understanding of the sex segregation which exists in the world of work and the ways in which vocational education contributes to that segregation. Much of the data presented to you was also presented to Congress during the hearings conducted for Title IX and for the sex fairness provisions of the Education Amendments of 1976. Both pieces of legislation are directed toward helping to bring about the necessary changes in the preparation and employment of female and male workers."

2. Display overhead transparency which compares the two pieces of legislation.

3. Suggested remarks might include:

   "Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments of 1976 not only address sex discrimination, which is defined as any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex, but also sex bias, which is defined as behavior resulting from the assumption that one sex is superior to the other, and sex stereotyping, which is defined as attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

   "Title IX applies directly to local education agencies; the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.

"Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and gradutation requirements, student employment, marital or parential status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are provided by the Title IX regulation with a mandate for the development of programs to overcome sex discrimination, bias, and stereotyping in vocational education and an authorization to States to use Federal monies for this purpose.

Again, Title IX deals with sex discrimination and prohibits specific policies, programs, and practices which treat students differently on the basis of sex. However, it would be possible to eliminate sex discrimination on those policies, programs, and practices prohibitied by Title IX and still not deal with sex bias or sex stereotyping. By contrast, the sex equity portions of the 1976 Education Amendments focus not only on the elimination of discrimination but also the overcoming of sex bias and sex stereotyping in vocational education programs by establishing a series of administrative requirements, program requirements, and options for State use of vocational education funds."

4. Answer questions from participants; discuss as necessary.

5. Refer participants to the Legislation Section of the EGO Sourcebook for further information on Title IX and Title II.

TITLE IX. 1972	TITLE II, 1976
ADDRESSES SEX DISCRIMINATION	ADDRESSES SEX DISCRIMINATION AND SEX BIAS
APPLIES DIRECTLY TO LOCAL EDUCATION AGENCIES	APPLIES TO STATE AND FEDERAL VOCATIONAL EDUCATION PROGRAMS
SPECIFIES VARIOUS FORMS OF SEX DISCRIMINATION WHICH ARE PROHIBITED	SPECIFIES ACTIONS TO OVERCOME BIAS AND STEREOTYPING--USING FEDERAL MONIES
PROHIBITS SPECIFIC POLICIES, PROGRAMS, AND PRACTICES	ESTABLISHES A SERIES OF ADMINISTRATIVE REQUIREMENTS AND OPTIONS FOR STATE USE OF FUNDS

ACTIVITY THREE: Implementing Sex Equity

PURPOSE: To provide participants an opportunity to assess the extent to which they have implemented sex equity regarding access to courses.

TIME: Approximately 5 minutes

MATERIALS: "Assessing Sex Equity in Vocational Education"
Note: If participants have an EGO Sourcebook, it will not be necessary to duplicate copies of this handout.

METHODOLOGY:

1. Allow participants to quickly glance over the assessment sheet; ask them to read it more carefully at their leisure.

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

The following is a five-point scale focusing on teacher responsibilities in the area of student access to courses. On the left side of the scale are the Title IX implementation steps basic to achieving compliance with the law. On the right side are the sex equity measures which would fall under the broader scope of Title II of the Education Amendments of 1976, which are designed to reduce sex discrimination, sex bias, and sex stereotyping in vocational education. The mid-point would be beyond non-discrimination but short of full active efforts to achieve sex equity. Read each scale, decide where you are, and circle the number of that point. If you have not achieved minimal compliance, give yourself a "0" on that item

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	Familiarized yourself with the regulatory requirements of Title IX and their implications for your program area?				Familiarized yourself with the legislation and regulatory requirements of Title II and considered their implications for your area and made suggestions for programs?
2.	Made sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria?				Made curricular and programmatic changes including provision of support services which will assure males and females entering and remaining in courses/programs nontraditional to their sex?
3.	Taken steps to assure yourself that sex discrimination is not a causative factor if you have found courses with disproportionate enrollments?				Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you have found courses with disproportionate enrollments?
4.	Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you are responsible?				Examined all course descriptions and curriculum guides to ensure that assistance is available to females and males needing supplemental education because of their sex role socialization or sex bias or discrimination experienced earlier?
5.	Submitted information to your supervisor regarding any instances of discrimination you have identified in policies, practices, and materials related to student access to courses/programs?				Developed and implemented a monitoring system for determining the effectiveness of action plans to reduce sex bias, stereotyping, and discrmination and to identify instances of new discrimination that might arise?

ACTIVITY FOUR: Self-Assessment

PURPOSE: To provide participants an opportunity to examine the ways in which they may be perpetuating sex-role stereotyping.

TIME: Approximately 10 minutes

MATERIALS: "Chart of Manifestations of Sex Bias and Discrimination in Vocational Education"
"Recognizing Sexist and Nonsexist Behaviors"
Note: If participants have an EGO Sourcebook, it will not be necessary to duplicate copies of this handout.

METHODOLOGY:

1. Allow participants to quickly glance over the "Chart" and "Recognizing."

2. Select one or two situations from "Recognizing" and discuss the answers.

3. Ask participants to read the materials more carefully at their leisure or suggest another meeting to discuss the paper.

CHART OF
MANIFESTATIONS OF SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION

ADMINISTRATORS

ADMINISTRATIVE POLICIES AND PROCEDURES

-a policy of excluding males from home economics and females from industrial arts
-schedu ing classes in home economics which are made up of all male or all female students

PRINT AND NONPRINT MATERIALS USED FOR COMMUNICATION WITH COMMUNITY, STAFF, OR STUDENTS

-a staff recruiting brochure showing photographs of teachers in sex traditional instructional areas
-sexist language such as the use of generic "man" as in chairman or shop foreman

INTERACTION WITH STAFF AND STUDENTS-VERBAL AND NON-VERBAL

-complimenting female staff primarily for their appearance; male staff, for job performance
-using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite sex staff members

BEHAVIORAL EXPECTATIONS SET FOR STAFF AND STUDENTS

-expecting male teachers to be better disciplinarians, thereby assigning only males to monitor situations in which trouble might develop
-expecting female teachers to be emotional under pressure: male teachers, to be stoic

EVALUATION OF STAFF

-evaluating male and female teachers using different criteria
-showing preference for staff of one sex by giving them more positive evaluations

COUNSELORS

COUNSELING PROCEDURES AND PRACTICES

-suggesting to males that they enroll in industrial arts; females, home economics
-on the basis of data from sex-biased interest tests, channeling students into sex traditional vocational classes/programs

COUNSELING MATERIALS INCLUDING TESTS

-program recruiting brochures showing photographs of students only in sex traditional areas
-sexist language such as the use of the generic "man" in occupations such as repairman, fireman, salesman

INTERACTION WITH STUDENTS-VERBAL AND NON-VERBAL

-praising students for sex stereotypic behaviors: males for being athletic; females for supporting male athletic endeavors
-using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite sex students

BEHAVIORAL EXPECTATIONS SET FOR STUDENTS

-expecting males to be more career oriented than females; thereby deemphasizing career decision making for females
-expecting female students to be emotional under pressure; male students, to be stoic

INTERPRETATION OF STUDENT DATA

-drawing different conclusions from identical data for female and male student--(females should consider dental hygiene; males, dental lab technician work)
-making different recommendations regarding need for student support services solely on the basis of sex (females need to see the school psychologist; males need to partipate in some form of athletics)

TEACHERS

INSTRUCTIONAL PRACTICES

-dividing students into single sex groups for instruction
-giving male and female students different assignments solely on the basis of their sex

TEXTS AND INSTRUCTIONAL MATERIALS

-texts showing photographs of students in sex traditional areas or roles
-sexist language such as the use of the generic "man" as in student foreman, service man, insurance man

INTERACTIONS WITH STUDENTS-VERBAL AND NON-VERBAL

-supporting female students primarily for positive social behavior and appearance while supporting males for academic and vocational achievement
-using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite sex students

BEHAVIORAL EXPECTATIONS SET FOR STUDENTS

-expecting males to be more able than females to handle responsibility, thereby assigning more leadership roles to male students
-expecting female students to be emotional under pressure; male students to be stoic

EVALUATION OF STUDENT

-using different criteria for grading female and male students
-showing a preference for students of one sex simply by giving them higher grades

Recognizing Sexist and Nonsexist Behaviors

Listed below are a number of situations familiar to vocational education instructors. Under each situation three or four responses are provided. Read each situation and response and determine if the response would be described as:

D-Discriminatory--Violates Title IX
B-Biased--Reflects bias or stereotyping but does not violate Title IX
F-Fair--Treats both sexes in an equal or similar manner
A-Affirmative--Attempts to compensate for the effects of past discrimination

1. Situation: As a teacher you believe it is important to support students for their academic achievement, career aspirations, and social behavior.

   ____ A. "You finally cut your hair, Melissa. You certainly look more attractive." "Gregg, you did a great job on putting on the 220 wiring. You will be ready for an apprenticeship soon."

   ____ B. "Kathy and Louie: Both of you did an excellent job on planing those doors."

   ____ C. "Sandy, I noticed yesterday that you are handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we have."

2. Situation: Non-verbal behavior patterns of a male welding instructor:

   ____ A. Visiting the work stations of males and females with approximately the same frequency.

   ____ B. Using touch as an indicator of support by gently grasping both males and females on the arm or shoulder (being sensitive to those who dislike being touched.)

   ____ C. Maintaining direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.

3. Situation: Your class sells flower arrangements at cost to people in the community. Since there is no school dress code, you:

   ____ A. Require students working behind the counter waiting on customers to wear unisex jackets.

   ____ B. Make a point to encourage young women and men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools.

   ____ C. Allow male students to wear T-shirts and tank tops but not females.

4. Situation: As a home economics teacher, you encourage your students to be in good physical and mental health by:

   _____ A. Having a bulletin board with pictures of males lifting weights, jogging, and playing baseball; females (in leotards) doing exercises and riding bikes.

   _____ B. Conducting a unit in which students formulate objectives for themselves in such areas as nutrition, exercise, rest, preventive medicine, and neat and attractive physical appearance.

   _____ C. Inviting a consultant to demonstrate makeup techniques to the females in your class.

5. Situation: The following are excerpts from career education materials distributed in your school's job placement center:

   _____ A. "All wear attractive uniforms, have interesting jobs, and are surrounded by men."

   _____ B. "Our supervisory candidates, women and men with mature attitudes, are chosen annually; most will be in responsible positions within five years."

   _____ C. A pamphlet entitled, "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."

6. Situation: You want to offer a semester course specifically designed to attract more males into homemaking, although not excluding females. You call the course:

   _____ A. Survival for Singles

   _____ B. Bachelor Living

   _____ C. Living Alone and Liking It

   _____ D. Basic Home Economics for Boys

7. Situation: In making student assignments, you:

   _____ A. Have males make a bookcase; females a cheeseboard.

   _____ B. Tell students that you need two volunteers: a male to run the film projector and a female to take attendance.

   _____ C. Select males to head up work teams on the assumption that males need to have more responsibility than females.

8. Situation: Your extracurricular activities responsibilities:

   ____ A. As advisor of the newly integrated Future Farmers of America, you add the option of a blazer in addition to the windbreaker for students to choose from for a club jacket.

   ____ B. As a Vocational Industrial Clubs of America (VICA) advisor, you are concerned about all group leadership positions being held by males. You share your concern with the students and discuss what possible options are available.

   ____ C. As advisor for the Future Homemakers of America, you allow female students to earn club credits through babysitting. That option is not open to males in the group.

9. Situation: In your coed gourmet cooking class, the females often assume the responsibility for cleaning up after the males. While the females are doing this, the males sit, eat, chat, or do their homework. You:

   ____ A. Ignore this behavior since the females are doing it on their own and the males are not causing problems.

   ____ B. Praise the females for being so considerate and helpful.

   ____ C. Clarify responsibilities so that both sexes clean up after they have finished cooking.

10. Situation: You are a home economics teacher introducing a sewing machine to a coed class. One of your concerns is how to present the machine to the young men in the class, most of whom have not had any exposure to operating a sewing machine. You:

   ____ A. Present the sewing machine as you might introduce any other power tool.

   ____ B. Team females and males in the class so that females can give the males assistance in learning how to use the machine.

   ____ C. Divide the class by sex so that you can spend more time with the males.

Reconizing Sexist and Nonsexist Behaviors Answer Sheet

1. b A
   f B
   a C

2. f A
   f B
   b C

3. f A
   a B
   d C

4. b A
   f B
   d C

5. b A
   f B
   a C

6. f A
   d B
   f C
   d D

7. d A
   b B
   d C

8. f A
   a B
   d C

9. b A
   b B
   f C

10. f A
    b B
    d C

ACTIVITY FIVE: EGO

PURPOSE: To teach participants how to implement EGO.

TIME: Minimum of 30 minutes.

MATERIALS: EGO Sourcebook

METHODOLOGY:

1. Introduce Equal Goals in Occupations (EGO) as a federally funded project to reduce sex-role stereotyping in vocational education as mandated by legislation, Title II of the Education Amendments of 1976, P.L. 94-482.

2. Provide a brief overview of the sections within the Sourcebook.

3. Assist participants in reviewing certain checklists, student awareness activities, etc.

4. Discuss strategies for implementing the suggested activities.

5. Organize participants into working committees to develop a plan of implementation.

STUDENT AWARENESS WORKSHOPS
MINI SESSION

PURPOSE: To inform large groups of high school students about vocational education courses/programs available to them with the purpose of increasing female enrollment in traditionally male-dominated programs and increasing male enrollment in traditionally female-dominated programs.

SPONSOR: Counseling and Vocational Education Departments

TIME: Approximately 60 minutes (or one class period)

PLACE: Large accoustically sound room

MATERIALS: A-V presentation, projector, screen, overhead projector
Vocational Education Brochures
Student Mini-Session Booklets--one copy per student*

METHODOLOGY:

1. Set the time, date, and place for the program just prior to pre-registration.
2. Obtain copies of the Student Mini-Session and brochures.
3. Route notices of the program to all teachers informing them of the date, time, and purpose of the presentation.
4. Distribute Mini-Sessions and brochures to students as they enter the presentation room.
5. Conduct the next 5 activities as explained on the following pages.

*NOTE: Student Mini-Session Booklets are available for use from Project EGO, Office of the State Director for Vocational Education, Phone: 948-7461.

ACTIVITY ONE: Once Upon a Time . . .

PURPOSE: To create awareness among students of stereotyped role expectations in preparing for the world of work.

TIME: Approximately 10 minutes

METHODOLOGY:

1. Ask students to turn to "Cinderella" or "Prince Charming" in their mini-course handout.

2. Read the stories aloud to the class or allow students to read appropriate story silently.

3. Ask students to check applicable items on the "Cinderella" or "Prince Charming" list and total their checkmarks for that page.

5. Ask students:

   "How many of you had more checks on the first list than the second?"

   "How many of you had the same number of checks on both lists?"

   "How many of you had more checks on the second list than the first?"

   (There will probably be more students prepared to live in a castle in Never Never Land that in Today's World.)

ACTIVITY TWO: Defining Stereotyping

PURPOSE: To increase student understanding of what stereotyping is and how it can limit perception of the individual characteristics of members in a group.

TIME: Approximately 10 minutes

MATERIALS: Overhead projector, screen
Transparency with a list of job titles associated with certain stereotypes, i.e.:

Politician	Farmer	Construction worker
Housewife	Engineer	Doctor
Nurse	Dentist	Secretary
Salesman	Waitress	Plumber
Automechanic	Attorney	Cashier

Transparency with definition of stereotype

METHODOLOGY:

1. Uncover one word at a time. Ask students to call out characteristics or qualities associated with that job title.

2. Define stereotype

   Type: Classify or group

   Stereo: Firm or rigid

   Stereotype: To have firm or rigid classifications about groups

3. Explain that stereotyping can impose limitations on people and their careers.

4. Introduce filmstrip: All About EVE

ACTIVITY THREE: All About EVE

PURPOSE: To provide a brief history of changes in the work force.

TIME: Approximately 15 minutes

MATERIALS: All About EVE*, a 16mm film, projector, screen.

METHODOLOGY:

1. Introduce and show film.

2. Ask questions such as the following:

   -How many of you have seen women working in one of these types of jobs? Name the jobs.

   -How many of you have seen men working in "non-traditional" jobs? Name the jobs.

   -What kind of training did these people need for their jobs?

   -Is this kind of training available to high school students?

*NOTE: All About EVE, a film, is available from Project EGO, Office of the State Director for Vocational Education. Phone: 948-7461.

ACTIVITY FOUR: Case Studies

PURPOSE: To involve students in serious discussions concerning the need for thinking ahead in planning their lives and obtaining job skills.

TIME: Approximately 15 minutes.

METHODOLOGY:

1. Read the first case study in the Student Mini-Session aloud to the class or allow students to read silently.
2. Involve students in duscussion.
3. Read the second case study in the Student Mini-Session aloud to the class or allow students to read silently.
4. Involve students in discussion.

ACTIVITY FIVE: Plan Your Future

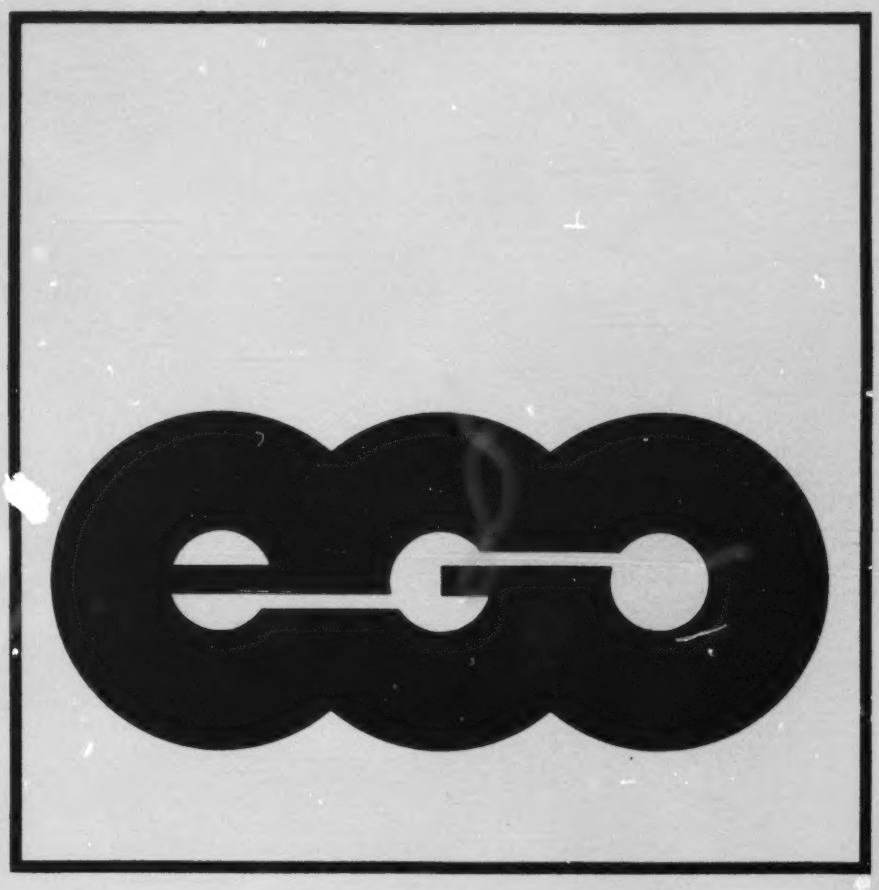
PURPOSE: To provide students an opportunity to examine vocational education courses offered at their school and to make them aware that EGO (Equal Goals in Occupations) exists for all students.

TIME: Approximately 10 minutes

MATERIALS: Vocational Education Brochures

METHODOLOGY:

1. Explain that each brochure describes a particular vocational education training program available in the high school.
2. Ask students to fill out the self-inventory questionnaire in the Mini-Session.
3. Ask students to consider their future plans as they described them on the questionnaire with their present high school experience. If their future included work, are they enrolled in courses preparing them for work.
4. Ask students interested in enrolling in a vocational education training program to fill out the EGO form in the Mini-Session.



STUDENT MINI-SESSION

EQUAL GOALS IN OCCUPATIONS

CINDERELLA

Once upon a time there was a fair young maiden named Cinderella. She lived with her stepsisters and stepmother and was responsible for all of the cooking, cleaning, and other chores around their home. Cinderella had very little time to think about her future. She always did as she was told and never questioned her stepsisters or stepmother. Then she was miraculously discovered by Prince Charming and went to live with him in the castle. She ran the castle and raised their children, never thinking about working in the local sword repair shop or castle construction company. Prince Charming never abandoned her except for occasional trips to Crusader conventions. They never thought about divorce because that was not allowed. If things got too bad, Cinderella spent a few days in the local convent. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. The number of available Prince Charmings has decreased tremendously and many women must now work outside the "castle."

To find out if you are better prepared for Cinderellahood than for modern womanhood, check all the items in the following two lists which apply to you.

Cinderella: Check ( ) each item that applies to you.

_____ 1. I can cook.

_____ 2. I think a woman's place is in the home.

_____ 3. I cannot manage money.

_____ 4. I prefer love stories and movie magazines.

_____ 5. I do not worry about the future.

_____ 6. I expect to marry and have my husband support me.

_____ 7. I have no career plans.

_____ 8. I can raise children.

_____ 9. I can sew.

_____ 10. I can dance.

_____ 11. I have not had any job training.

_____ 12. I talk to mice.

_____ 13. I can give a party.

_____ 14. I have no job skills.

_____ 15. I am looking for Prince Charming.

Today's Woman: Check (✓) the items that apply to you.

_____ 1. I plan to work for 20 years.

_____ 2. I am not afraid to be the only girl in any class.

_____ 3. I have career plans.

_____ 4. I have investigated ALL high school job training courses including auto mechanics and electronics.

_____ 5. I know about apprenticeship programs.

_____ 6. I plan to have a skill before marriage so that I can always get a job.

_____ 7. I think I can do any job a man can do, as long as I receive the proper training.

_____ 8. I have talked to a counselor about my future job plans.

_____ 9. I have investigated training programs available in community colleges.

_____ 10. I am aware of the salary difference between secretaries and auto mechanics.

_____ 11. I know how much money it takes to feed a family of 4 for a week.

_____ 12. I am aware of Title IX.

_____ 13. I will graduate from high school.

_____ 14. I have thought about my future.

_____ 15. I can list 20 different jobs open to women. Prove it.

_____

_____

_____

_____

Cinderella Scoring: Total the number of checks on each checklist.

Cinderella Total Greater Than Today's Woman Total: The Glass Slipper fits and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will work in the future (9 out of 10 high school girls will work). You need to start giving serious thoughts to job training available to you in high school. Unless you start training now for a good-paying job, you may not be a very employable person.

Cinderella Total Equals Today's Woman Total: You have thought about your future but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you are married. The truth is, you will probably work about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore all options--get all the information.

Today's Woman Total Greater Than Cinderella Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You realize you will probably work in the future and have made some plans toward your career. You know what kind of job you will need to earn the money to meet today's cost of living expenses.

PRINCE CHARMING

Once upon a time there lived a fine young man named Prince Charming. He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never did any "castlehold" tasks such as cooking and sewing. Each morning Prince Charming would ride off to fight dragons. He was handsome, adventurous, and brave. When the Queen felt Prince Charming should have his own castle, he set out to find the woman of his dreams. He fell madly in love with Cinderella. She was not only sweet and beautiful; she also knew how to cook, clean, sew, and take care of a castle. Prince Charming continued to go off and fight dragons while Cinderella stayed in the castle and raised the kids. He never expected her to get a job in the local sword repair shop because that was a job for men, and they were never divorced because that was not allowed. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. Many women must now work outside the "castle," and men must now share household chores.

To find out if you are better prepared for Princehood than for modern manhood, check all the items in the following two lists which apply to you.

Prince Charming: Check (✓) each item that applies to you.

_____ 1. I expect to be the sole breadwinner of my family.

_____ 2. I feel financial matters are best handled by a man.

_____ 3. I feel women belong in the home.

_____ 4. I want to have a wife who will stay home and take care of me.

_____ 5. I do not think a man should clean house.

_____ 6. I do not think a man should sew.

_____ 7. I feel women should raise children.

_____ 8. I do not think boys should play with dolls.

_____ 9. I do not think men should cry.

_____ 10. I feel there are "men's jobs" and "women's jobs."

_____ 11. I cannot prepare a nutritionally balanced dinner.

_____ 12. I can slay dragons.

_____ 13. I would not consider being a secretary.

_____ 14. I do not think a man should be a househusband.

_____ 15. I am looking for Cinderella.

Today's Man: Check (✓) the items that apply to you.

_____ 1. I would teach my daughter how to work on a car.

_____ 2. I would allow my son to play with dolls.

_____ 3. I can sew.

_____ 4. I am not afraid to be the only guy in any class.

_____ 5. I plan to learn to take care of myself even if I marry.

_____ 6. I feel women have as much of a need and right to a career as men do.

_____ 7. I feel it is ok for guys to cry and show emotions.

_____ 8. I can clean house.

_____ 9. I know how to care for a baby.

_____ 10. I know how much money it takes to feed a family of 4 for a week.

_____ 11. I have investigated ALL high school job training courses including child care and food preparation.

_____ 12. I am aware of Title IX.

_____ 13. I will graduate from high school.

_____ 14. I would encourage my wife to seek a career.

_____ 15. I plan on learning how to take care of a house and sharing responsibilities with my wife.

Prince Charming Scoring: Total the number of checks on each checklist.

Prince Charming Total Greater than Today's Man Total: You are expecting to slip the glass slipper on a woman's foot someday and live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by. You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself.

Prince Charming Total Equals Today's Man Total: You do not believe in Cinderella and Never Never Land. You realize that women have as much need for a career as men, so who will do the cooking and cleaning? You have probably explored the traditional male job traning courses but none of the others. Explore all career options and do what you want to do.

Today's Man Total Greater than Prince Charming Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You know what it costs to live, and you know what kinds of jobs will enable you to earn the necessary salary. You are man enough to enroll in any course--even if you are the only male in the class. Congratulations.

Shirley and Jack

Shirley and Jack were married right after they graduated from high school. Jack had completed a vocational training program in high school and was employed at an auto body shop. He was earning about $5.00 an hour ($800 a month) and expected to be the breadwinner in his family. That was fine with Shirley because she had enjoyed the cooking and sewing classes in school and liked staying home to take care of their apartment. Besides, both Jack and Shirley loved children and intended to have a large family.

Right after their third child was born, Jack was laid off because of cutbacks. Because he could not find a job, Shirley and Jack were forced to live on unemployment insurance. But that was not enough to pay all their bills. Shirley decided to look for a job, but Jack got furious. After a series of fights, Jack gave in and allowed Shirley to look for a job.

Shirley did not have any vocational skills, but she was lucky. A local drive-in hired her at $2.60 an hour. She works at night and takes care of the children during the day so Jack can go job hunting. They have more bills than money and the employment scene is not good for Jack. Their savings has disappeared and life is miserable.

Questions:

What could Shirley have done to prevent the problem?

Would you have married Jack knowing his feelings about working wives?

Do you think Jack was prepared to be a househusband?

Could this happen to you?

Jenny and Gary

Gary and Jenny were both enrolled in auto mechanics in high school. Many of the students teased Jenny about being in the program, but Gary always supported her. Both Jenny and Gary came from homes where their mothers had to support the family, so they knew how important it was for a woman to have skills for a good-paying job.

After high school, Gary and Jenny were married. They both went to work in an auto repair shop, and they both earned good wages. They saved as much of their paychecks each month as possible and after two years were able to make a down payment on an apartment.

After building up their savings, they decided to have a baby. Jenny quit her job to become a full-time mother. When their son starts nursery school, Jenny plans to go back to work. The auto repair shops are looking for qualified women to hire so Jenny is not worried about finding a job.

Questions:

Would you have thought Jenny was crazy for taking auto mechanics?

Do you think guys would date a girl taking auto mechanics?

Can Jenny be a good mother and work too?

Would it be possible for Gary to stay home with the children while Jenny worked? Would that be an "OK" thing to do?

Self-Inventory Questionnaire

Directions: Circle the appropriate answer(s)

1. Are you planning to take a vocational course in high school?
   A. Yes
   B. No
2. If yes, in what field? _____
3. If no, why not? _____
4. Do you have plans for education beyond high school?
   A. community college
   B. university
   C. business or technical school
   D. on-the-job training
   E. none
5. What are your plans for working after high school?
   A. begin work immediately
   B. begin work after further education or training
   C. do not plan to work
   D. undecided, but I have thought about it
   E. undecided, I have not thought about it
6. After leaving high school, do you plan to continue living with your parents?
   A. No
   B. Yes, until I complete my education
   C. Yes, until I get married
   D. Yes, until I get a full-time job
7. After leaving high school, do you expect to receive financial support from your family?
   A. No, I will support myself
   B. Yes, but only in case of an emergency
   C. Yes, until I complete my education
   D. Yes, until I can support myself
   E. Yes, until I get married
8. Do you think you will get married?
   A. Yes
   B. No (go to question 12)

9. If you do plan to get married, when do you plan to get married?
   A. during high school
   B. following high school graduation
   C. following further education
   D. after working at least two years
   E. undecided
10. If you plan to marry, do you plan to have children?
   A. Yes
   B. No (go to question 12)
11. If you do plan to have children, what are your future working plans?
   A. do not ever plan to work
   B. quit work when I marry
   C. work until we have children and quit permanently
   D. quit work when we have children and resume work after they are old enough
12. If you do not plan to have children or do not plan to marry, what are your future working plans?
   A. do not ever plan to work
   B. work for a few years
   C. work continuously
13. When you start work, what job would you like to have?

---

14. How much do you think you will be able to earn at that job?
   A. $5,000 or less per year
   B. $10,000 or less per year
   C. $15,000 or less per year
   D. $20,000 or less per year
   E. $20,000 or more per year
15. How much education will you need to get the job you desire?
   A. less than high school
   B. high school
   C. high school plus some further education
   D. college (4 years or more)
   E. don't know
16. Can you start training for the job you want in high school?
   A. Yes
   B. No

Equal Goals in Occupations (EGO) is for me. I would like more information on the following vocational education courses: (This course list should be modified to reflect the Vocational Education courses offered at your school.)

Industrial Technical

___ Metals Technology
___ Drafting Technology
___ Technical Sketching & Interpretation
___ Electrical Technology
___ Building & Construction Technology
___ Graphic Arts Technology
___ Power & Auto Technology
___ Electronic Technology
___ Cooperative Industrial Education

Agriculture

___ Ornamental Horticulture
___ Agriculture Technology
___ Cooperative Agricultural Education

Business

___ Advanced Typing
___ Advertising
___ Business Principal & Mgmt.
___ Shorthand
___ Business Machines
___ Accounting
___ Business Law
___ Salesmanship
___ Sales & Marketing
___ Office Practice
___ Data Processing
___ Cooperative Distributive Ed.
___ Cooperative Office Education

Occupational Home Economics

___ Food Service
___ Child Care Service
___ Cooperative Home Economics

I plan on signing up for the following vocational education courses:

Industrial Technical

___ Metals Technology
___ Drafting Technology
___ Technical Sketching & Interpretation
___ Electrical Technology
___ Building & Construction Technology
___ Graphic Arts Technology
___ Power & Auto Technology
___ Electronic Technology
___ Cooperative Industrial Education

Agriculture

___ Ornamental Horticulture
___ Agriculture Technology
___ Cooperative Agricultural Education

Business

___ Advanced Typing
___ Advertising
___ Business Principal & Mgmt.
___ Shorthand
___ Business Machines
___ Accounting
___ Business Law
___ Salesmanship
___ Sales & Marketing
___ Office Practice
___ Data Processing
___ Cooperative Distributive Ed.
___ Cooperative Office Education

Occupational Home Economics

___ Food Service
___ Child Care Service
___ Cooperative Home Economics

Name _____ Grade Level _____

Home Room Teacher _____ English Teacher _____

FACTS TO REMEMBER ABOUT WORKING WOMEN

Many women work outside the home.

1. Women are 40% of the paid labor force.
2. The average woman worker is 35 years of age and married.
3. 45% of married women work.
4. 46% of mothers work.

Women work a significant proportion of their lives.

5. As of 1970 an 18 year old woman is likely to work 33.9 years as well as marry and have 2 children.
6. 7 out of 10 women work full-time.

Women work out of economic need.

7. 42% of working women must support themselves or a family.
8. 15% of working women have husbands who earn less than $7,000 a year. An additional 12% of working women have husbands who earn between $7,000 and $10,000.
9. 13% of all families are headed by women, an increase of 100% since 1940.
10. 32% of families headed by women have incomes less than $5,500.

For most women, working does not meet their economic need.

11. Women are clustered in the lower paying occupations--71% of all women are in clerical, service and retail sales jobs.
12. Women's median income for full-time year-round work is 57% of men's income--$6,957 as compared to $12,152.
13. Women's median income is between 53-63% of men's at each educational level.

Sources: U.S. Department of Labor, Bureau of Labor Statistics and
U.S. Department of Commerce, Bureau of the Census.

ACTIVITY: Selected Activities for Classroom Use

PURPOSE: To help students understand the meaning of sex-role stereotyping and to inform students of high school vocational education courses/programs available to them with the purpose of increasing non-traditional enrollment by sex in programs heavily stereotyped.

SPONSOR: Counseling and Vocational Education Departments.

TIME: Varies depending on the number of activities selected.

METHODOLOGY:

1. Become acquainted with the following suggested activities.
2. Select appropriate activities.
3. Implement activities as described on the following pages.

ACTIVITY: A Look Into the Future

PURPOSE: To encourage students to think about their future career roles and the effects of sex-role stereotyping in their choices.

TIME: 20 minutes

MATERIALS: Picture depicting a variety of occupations.

METHODOLOGY:

1. Gather pictures depicting people performing a variety of jobs.
2. Label each picture with the title of the occupation.
3. Post pictures throughout the classroom.
4. Instruct students to walk around and look at the pictures.
5. Ask students to record the number of the picture which comes closest to what they think they will be doing in five years.
6. Conduct a group discussion in which students share their findings.
7. Summarize students' choices. It is likely that few girls chose "welder" but many chose "homemaker" or "teacher." Boys will probably not have selected "househusband" or "nurse."

ACTIVITY: Once Upon a Time. . .

PURPOSE: To create awareness among students of stereotyped role expectations in preparing for the world of work.

TIME: Approximately 20 minutes

MATERIALS: Copy of "Cinderella" with appropriate check-off sheets for each female student and a copy of "Prince Charming" with appropriate check-off sheets for each male student.

METHODOLOGY:

1. Distribute copies of "Cinderella" and "Prince Charming" along with appropriate checklists.

2. Read the stories aloud to the class or allow students to read appropriate story silently.

3. Ask students to check applicable items on the "Cinderella" or "Prince Charming" list and total their checkmarks for that page.

4. Ask students to check applicable items on the "Today's Woman" or "Today's Man" list and total their checkmarks for that page.

5. Ask students:

   "How many of you had more checks on the first list than the second?"

   "How many of you had the same number of checks on both lists?"

   "How many of you had more checks on the second list than the first?"

   (There will probably be more students prepared to live in a castle in Never Never Land than in Today's World.)

CINDERELLA

Once upon a time there was a fair young maiden named Cinderella. She lived with her stepsisters and stepmother and was responsible for all of the cooking, cleaning, and other chores around their home. Cinderella had very little time to think about her future. She always did as she was told and never questioned her stepsisters or stepmother. Then she was miraculously discovered by Prince Charming and went to live with him in the castle. She ran the castle and raised their children, never thinking about working in the local sword repair shop or castle construction company. Prince Charming never abandoned her except for occasional trips to Crusader conventions. They never thought about divorce because that was not allowed. If things got too bad, Cinderella spent a few days in the local convent. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. The number of available Prince Charmings has decreased tremendously and many women must now work outside the "castle."

To find out if you are better prepared for Cinderellahood than for modern womanhood, check all the items in the following two lists which apply to you.

Cinderella: Check (✓) each item that applies to you.

_____ 1. I can cook.

_____ 2. I think a woman's place is in the home.

_____ 3. I cannot manage money.

_____ 4. I prefer love stories and movie magazines.

_____ 5. I do not worry about the future.

_____ 6. I expect to marry and have my husband support me.

_____ 7. I have no career plans.

_____ 8. I can raise children.

_____ 9. I can sew.

_____ 10. I can dance.

_____ 11. I have not had any job training.

_____ 12. I talk to mice.

_____ 13. I can give a party.

_____ 14. I have no job skills.

_____ 15. I am looking for Prince Charming.

Today's Woman: Check (✓) the items that apply to you.

_____ 1. I plan to work for 20 years.

_____ 2. I am not afraid to be the only girl in any class.

_____ 3. I have career plans.

_____ 4. I have investigated ALL high school job training courses including auto mechanics and electronics.

_____ 5. I know about apprenticeship programs.

_____ 6. I plan to have a skill before marriage so that I can always get a job.

_____ 7. I think I can do any job a man can do, as long as I receive the proper training.

_____ 8. I have talked to a counselor about my future job plans.

_____ 9. I have investigated training programs available in community colleges.

_____ 10. I am aware of the salary difference between secretaries and auto mechanics.

_____ 11. I know how much money it takes to feed a family of 4 for a week.

_____ 12. I am aware of Title IX.

_____ 13. I will graduate from high school.

_____ 14. I have thought about my future.

_____ 15. I can list 20 different jobs open to women. Prove it.

_____

_____

_____

_____

Cinderella Scoring: Total the number of checks on each checklist.

Cinderella Total Greater Than Today's Woman Total: The Glass Slipper fits and ycu are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will work in the future (9 out of 10 high school girls will work). You need to start giving serious thoughts to job training available to you in high school. Unless you start training now for a good-paying job, you may not be a very employable person.

Cinderella Total Equals Today's Woman Total: You have thought about your future but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you are married. The truth is, you will probably work about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore all options--get all the information.

Today's Woman Total Greater Than Cinderella Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You realize you will probably work in the future and have made some plans toward your career. You know what kind of job you will need to earn the money to meet today's cost of living expenses.

PRINCE CHARMING

Once upon a time there lived a fine young man named Prince Charming. He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never did any "castlehold" tasks such as cooking and sewing. Each morning Prince Charming would ride off to fight dragons. He was handsome, adventurous, and brave. When the Queen felt Prince Charming should have his own castle, he set out to find the woman of his dreams. He fell madly in love with Cinderella. She was not only sweet and beautiful; she also knew how to cook, clean, sew, and take care of a castle. Prince Charming continued to go off and fight dragons while Cinderella stayed in the castle and raised the kids. He never expected her to get a job in the local sword repair shop because that was a job for men, and they were never divorced because that was not allowed. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. Many women must now work outside the "castle," and men must now share household chores.

To find out if you are better prepared for Princehood than for modern manhood, check all the items in the following two lists which apply to you.

Prince Charming: Check (✓) each item that applies to you.

_____ 1. I expect to be the sole breadwinner of my family.

_____ 2. I feel financial matters are best handled by a man.

_____ 3. I feel women belong in the home.

_____ 4. I want to have a wife who will stay home and take care of me.

_____ 5. I do not think a man should clean house.

_____ 6. I do not think a man should sew.

_____ 7. I feel women should raise children.

_____ 8. I do not think boys should play with dolls.

_____ 9. I do not think men should cry.

_____ 10. I feel there are "men's jobs" and "women's jobs."

_____ 11. I cannot prepare a nutritionally balanced dinner.

_____ 12. I can slay dragons.

_____ 13. I would not consider being a secretary.

_____ 14. I do not think a man should be a househusband.

_____ 15. I am looking for Cinderella.

Today's Man: Check (✓) the items that apply to you.

_____ 1. I would teach my daughter how to work on a car.

_____ 2. I would allow my son to play with dolls.

_____ 3. I can sew.

_____ 4. I am not afraid to be the only guy in any class.

_____ 5. I plan to learn to take care of myself even if I marry.

_____ 6. I feel women have as much of a need and right to a career as men do.

_____ 7. I feel it is ok for guys to cry and show emotions.

_____ 8. I can clean house.

_____ 9. I know how to care for a baby.

_____ 10. I know how much money it takes to feed a family of 4 for a week.

_____ 11. I have investigated ALL high school job training courses including child care and food preparation.

_____ 12. I am aware of Title IX.

_____ 13. I will graduate from high school.

_____ 14. I would encourage my wife to seek a career.

_____ 15. I plan on learning how to take care of a house and sharing responsibilities with my wife.

Prince Charming Scoring: Total the number of checks on each checklist.

Prince Charming Total Greater than Today's Man Total: You are expecting to slip the glass slipper on a woman's foot someday and live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by. You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself.

Prince Charming Total Equals Today's Man Total: You do not believe in Cinderella and Never Never Land. You realize that women have as much need for a career as men, so who will do the cooking and cleaning? You have probably explored the traditional male job traning courses but none of the others. Explore all career options and do what you wart to do.

Today's Man Total Greater than Prince Charming Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You know what it costs to live, and you know what kinds of jobs will enable you to earn the necessary salary. You are man enough to enroll in any course--even if you are the only male in the class. Congratulations.

ACTIVITY: Defining Stereotyping

PURPOSE To increase student understanding of what stereotyping is and how it can limit perceptions about individuals in a particular group.

TIME: Approximately 15 minutes

MATERIALS: Overhead projector, screen; transparency with a list of job titles associated with certain stereotypes, i.e.:

Politician	Farmer	Secretary
Housewife	Engineer	Construction Worker
Nurse	Dentist	Plumber
Auto mechanic	Waitress	Doctor

METHODOLOGY:

1. Uncover one occupation at a time on the list on the transparency. Ask students to call out characteristics or qualities associated with that job title.

2. Define stereotype (Use second transparency)

   Type: Classify or group

   Stereo: Firm or rigid

   Stereotype: To have firm or rigid classifications about groups

3. Involve students in a discussion concerning how a person may be classified according to a particular image without regard to individual capabilities.

   Examples: "Housewife" What image is brought to mind? Does it imply leadership? responsibility?

   "Welder" What picture comes to mind? A leader in the community? An intellectual? How does a welder differ from an attorney?

   Discuss what happens to individuals when we stereotype?

POLITICIAN	FARMER	SECRETARY
HOUSEWIFE	ENGINEER	CONSTRUCTION WORKER
NURSE	DENTIST	PLUMBER
AUTO MECHANIC	WAITRESS	DOCTOR

TYPE: CLASSIFY OR GROUP

STEREO: FIRM OR RIGID

STEREOTYPE: TO HAVE FIRM OR RIGID CLASSIFICATIONS ABOUT GROUPS

ACTIVITY: Changing Lives

PURPOSE: To increase student awareness of the importance and extent of women in the work force and the effects of such participation on men and the family.

TIME: Approximately 40 minutes

MATERIALS: "All About EVE"--a film, projector, screen, handouts--"Work Force Quiz," "Twenty Facts on Women Workers," and "The Myth and the Reality."

METHODOLOGY:

1. Distribute the "Work Force Quiz" to students and ask them to answer all the questions. Tell students they are not expected to know the answers; they should "guess."

2. Introduce and show film, "All About EVE"

3. Discuss the film. Ask such questions as:

   -How many of you have seen women working in one of these types of jobs? Name the jobs.

   -How many of you have seen men working in "non-traditional" jobs? Name the jobs.

   -If women are working at better paying jobs, could men become "househusbands?"

   -Should a woman work full time and do all the housework too?

   -Do men expect to share in housekeeping duties, cooking, ironing, cleaning?

   -Can both men and women be trained to work both in the home and in a paid occupation?

4. Distribute handouts. "Twenty Facts on Women Workers" and "The Myth and the Reality." Give the students an opportunity to glance at these fact sheets or read parts of them aloud to the class.

5. Correct the "Work Force Quiz" by discussing questions.

WORK FORCE QUIZ

1. _____ Studies show that 9 out of 10 girls will work outside the home at some time in their lives?

2. _____ The single woman usually works less than 25 years in the labor force.

3. _____ A majority of women work because of economic need.

4. _____ A majority of women who leave work to have children never return to their job.

5. _____ The employment of mothers leads to juvenile delinquency.

6. _____ The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

7. _____ Women have a much higher turnover rate in labor than men.

8. _____ The average woman worker is slightly less educated than the average man worker.

9. _____ Fully employed women who are high school graduates have less income on the average than fully employed men who have not completed elementary school.

10. _____ Today more than half of all women between 18 and 64 years of age are in the labor force.

WORK FORCE QUIZ--ANSWER SHEET

1. True — Studies show that 9 out of 10 girls will work outside the home at some time in their lives?

2. False — The single woman usually works less than 25 years in the labor force.

3. True — A majority of women work because of economic need.

4. False — A majority of women who leave work to have children never return to their job.

5. False — The employment of mothers leads to juvenile delinquency.

6. True — The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

7. False — Women have a much higher turnover rate in labor than men.

8. False — The average woman worker is slightly less educated than the average man worker.

9. True — Fully employed women who are high school graduates have less income on the average than fully employed men who have not completed elementary school.

10. True — Today more than half of all women between 18 and 64 years of age are in the labor force.

TWENTY FACTS TO REMEMBER ABOUT WORKING WOMEN*
1976

Many women work outside the home.

1. In 1976 women are 53% of the U.S. population 16 years of age and over.
2. Women are 40% of the paid labor force.
3. The average woman worker is 35 years of age and married.
4. 45% of married women work.
5. 58% of working women are married.
6. 46% of mothers work.

Women work a significant proportion of their lives.

7. As of 1970 an 18 year old woman is likely to work 33.9 years as well as marry and have 2 children.
8. 7 out of 10 women work full-time.

Women work out of economic need.

9. 42% of working women must support themselves or a family.
10. 15% of working women have husbands who earn less than $7,000 a year. An additional 12% of working women have husbands who earn between $7,000 and $10,000.
11. 54% of minority working women must support themselves or a family.
12. 21% of minority working women are married to husbands who earn less than $7,000 a year.
13. 13% of all families are headed by women, an increase of 100% since 1940.
14. 32% of families headed by women fall below the low income status.**
15. 53% of minority families headed by women fall below the low income status.**

For most women, working does not meet their economic need.

16. Women are clustered in the lower paying occupations--71% of all women are clerical, service and retail sales jobs.
17. Women's median income for full-time year-round work is 57% of men's income--$6,957 as compared to $12,152.
18. Minority women earn 88% of wages of white female workers, 69% of minority male workers, and 50% of white male workers.
19. Women's median income is between 53%-63% of men's at each educational level.
20. Female family heads have a median income of 47% of the median income of male family heads.

*Working is defined here as being in the paid labor force.

**Defined by the U.S. Department of Commerce in 1975 as $5,500 for a non-farm family of four.

Sources: U.S. Department of Labor, Bureau of Labor Statistics and
U.S. Department of Commerce, Bureau of the Census.

THE MYTH AND THE REALITY

From the U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C. 20210

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the house. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.
Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average women worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate, 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

ACTIVITY: Case Studies

PURPOSE: To involve students in serious discussions concerning the need for thinking ahead in planning their lives and obtaining job skills.

TIME: Approximately 30 minutes

MATERIALS: Copies of "Jenny and Gary," "Dick and Margie," and "Shirley and Jack"

METHODOLOGY:

1. Distribute copies of the case studies.
2. Divide class into small groups for discussion purposes.
3. Assist small groups in their discussion of the cases.

Jenny and Gary

Gary and Jenny were both enrolled in auto mechanics in high school. Many of the students teased Jenny about being in the program, but Gary always supported her. Both Jenny and Gary came from homes where their mothers had to support the family, so they knew how important it was for a woman to have skills for a good-paying job.

After high school, Gary and Jenny were married. They both went to work in an auto repair shop, and they both earned good wages. They saved as much of their paychecks each month as possible and after two years were able to make a down payment on an apartment.

After building up their savings, they decided to have a baby. Jenny quit her job to become a full-time mother. When their son starts nursery school, Jenny plans to go back to work. The auto repair shops are looking for qualified women to hire so Jenny is not worried about finding a job.

Questions:

Would you have thought Jenny was crazy for taking auto mechanics?

Do you think guys would date a girl taking auto mechanics?

Can Jenny be a good mother and work too?

Would it be possible for Gary to stay home with the children while Jenny worked? Would that be an "OK" thing to do?"

Dick and Margie

Dick and his wife Margie have been working for Pearl Harbor Manufacturing for several years. Recently, Margie was promoted and now earns more money than Dick. In fact, Margie is now Dick's boss. Since company policy does not allow a husband or wife to supervise their spouse, Dick and Margie must now make a choice about who will continue to work at Pearl Harbor.

The employment situation is tight so neither Dick or Margie feel they can obtain employment elsewhere. Dick likes to cook and take care of the house, but he is worried about that other people will say if he becomes a "househusband." Margie does not mind housework, but she enjoys her job and she is earning considerably more money than Dick.

Questions:

What would you do?

Is Dick right to worry about what other people think?

Should Margie worry about what people will think of her if she continues to work?

Should you be prepared to work as both a housekeeper and wage earner?

Shirley and Jack

Shirley and Jack were married right after they graduated from high school. Jack had completed a vocational training program in high school and was employed at an auto body shop. He was earning about $5.00 an hour ($800 a month) and expected to be the breadwinner in his family. That was fine with Shirley because she had enjoyed the cooking and sewing classes in school and liked staying home to take care of their apartment. Besides, both Jack and Shirley loved children and intended to have a large family.

Right after their third child was born, Jack was laid off because of cutbacks. Because he could not find a job, Shirley and Jack were forced to live on unemployment insurance. But that was not enough to pay all their bills. Shirley decided to look for a job, but Jack got furious. After a series of fights, Jack gave in and allowed Shirley to look for a job.

Shirley did not have any vocational skills, but she was lucky. A local drive-in hired her at $2.60 an hour. She works at night and takes care of the children during the day so Jack can go job hunting. They have more bills than money and the employment scene is not good for Jack. Their savings has disappeared and life is miserable.

Questions:

What could Shirley have done to prevent the problem?

Would you have married Jack knowing his feelings about working wives?

Do you think Jack was prepared to be a househusband?

Could this happen to you?

ACTIVITY: Sex-Role Stereotyping in the Media

PURPOSE: To increase student awareness of occupational sex-role stereotyping in the media.

TIME: Varies depending on the number of activities used

MATERIALS: Magazines, newspapers, records or tapes of popular songs, film with emphasis on people doing things.

METHODOLOGY:

1. Review and analyze advertisements in magazines for sex-role stereotyping
   a. Distribute magazines to students
   b. Discuss stereotyping as depicted in advertisements

2. Show a film a second time without sound.
   a. Select a people-in-action film
   b. Discuss how people are portrayed by their actions

3. Compare television program stereotypes with reality
   a. Display cartoon figures of selected television program characters
   b. Lead a discussion on the stereotypes portrayed

4. Study the lyrics from popular songs.
   a. Ask students to bring records to class
   b. Select records or songs which use lyrics
   c. Play portions of records and ask students what images of males and females are portrayed

5. Analyze newspaper headings and articles for sex-role stereotyping
   a. Distribute newspapers to students
   b. Focus on several sex-stereotyped headlines or articles
   c. Ask students to try to find additional articles or headlines which stereotype

ACTIVITY: Assessing Textbooks for Sex-Role Stereotyping

PURPOSE: To create awareness of sex-role stereotyping in textbooks.

TIME: One class period

MATERIALS: Slide tape "Images of Males and Females in Elementary School Textbooks" available from Department of Education, Health Education, 548-5983.

METHODOLOGY:

1. Introduce slide/tape. Ask students to pay attention to the words in the songs on the tape as well as the message in the tape and slides. Note: the slide/tape is approximately 40 minutes long.
2. Ask students to examine their textbooks
3. Discuss students' findings of sex-role stereotyping in their textbooks.

ACTIVITY: What's My Line

PURPOSE: To acquaint students with people in occupations nontraditional to their sex.

TIME: One class period

MATERIALS: Resource people in nontraditional occupations.

METHODOLOGY:

1. Identify some people employed in occupations nontraditional to their sex and invite them to your class.
2. Seat guests in front of the room and instruct students to ask questions about their trade. Questions must be phrased so that only a "yes" or "no" answer may be given. (Students should not know the occupations represented.)
3. Call time about halfway through the period if students have not already guessed all of the occupations.
4. Ask guests to discuss their occupations including their training, hardships, benefits, etc.

ACTIVITY: Plan Your Future

PURPOSE: To provide students an opportunity to examine vocational education courses offered at their school and to make them aware that EGO (Equal Goals in Education) exists for all students.

TIME: Approximately 15 minutes

MATERIALS: Vocational Education Brochures
Self-inventory Questionnaire EGO form (modified to list voc. ed. courses at your school)

METHODOLOGY:

1. Distribute brochures and explain that each one describes a particular vocational education training program available in the high school.

2. Ask students to fill out the self-inventory questionnaire.

3. Ask students to compare their future plans as they describe them on the questionnaire with their present high school experience. If their future includes work, are they enrolled in courses preparing them for an occupation.

4. Ask students to fill out the EGO form if they would like more information about or plan to enroll in a vocational education training program.

5. Follow up on students expressing an interest in a vocational program nontraditional to their sex.

   Suggestion: Organize a "counseling assistants" team composed of counselors, instructors, and administrators who would be interested in providing encouragement and guidance to students expressing interest in a nontraditional program. The counseling assistants should be particularly active during registration and as needed once students are enrolled in nontraditional courses so that any problems encountered can be discussed and solved.

Self-Inventory Questionnaire

Directions: Circle the appropriate answer(s)

1. Are you planning to take a vocational course in high school?
   A. Yes
   B. No
2. If yes, in what field? _____
3. If no, why not? _____
4. Do you have plans for education beyond high school?
   A. community college
   B. university
   C. business or technical school
   D. on-the-job training
   E. none
5. What are your plans for working after high school?
   A. begin work immediately
   B. begin work after further education or training
   C. do not plan to work
   D. undecided, but I have thought about it
   E. undecided, I have not thought about it
6. After leaving high school, do you plan to continue living with your parents?
   A. No
   B. Yes, until I complete my education
   C. Yes, until I get married
   D. Yes, until I get a full-time job
7. After leaving high school, do you expect to receive financial support from your family?
   A. No, I will support myself
   B. Yes, but only in case of an emergency
   C. Yes, until I complete my education
   D. Yes, until I can support myself
   E. Yes, until I get married
8. Do you think you will get married?
   A. Yes
   B. No (go to question 12)

9. If you do plan to get married, when do you plan to get married?
   A. during high school
   B. following high school graduation
   C. following further education
   D. after working at least two years
   E. undecided
10. If you plan to marry, do you plan to have children?
   A. Yes
   B. No (go to question 12)
11. If you do plan to have children, what are your future working plans?
   A. do not ever plan to work
   B. quit work when I marry
   C. work until we have children and quit permanently
   D. quit work when we have children and resume work after they are old enough
12. If you do not plan to have children or do not plan to marry, what are your future working plans?
   A. do not ever plan to work
   B. work for a few years
   C. work continuously
13. When you start work, what job would you like to have?

_____

14. How much do you think you will be able to earn at that job?
   A. $5,000 or less per year
   B. $10,000 or less per year
   C. $15,000 or less per year
   D. $20,000 or less per year
   E. $20,000 or more per year
15. How much education will you need to get the job you desire?
   A. less than high school
   B. high school
   C. high school plus some further education
   D. college (4 years or more)
   E. don't know
16. Can you start training for the job you want in high school?
   A. Yes
   B. No

Equal Goals in Occupations (EGO) is for me. I would like more information on the following vocational education courses: (This course list should be modified to reflect the Vocational Education courses offered at your school.)

Industrial Technical

___ Metals Technology
___ Drafting Technology
___ Technical Sketching & Interpretation
___ Electrical Technology
___ Building & Construction Technology
___ Graphic Arts Technology
___ Power & Auto Technology
___ Electronic Technology
___ Cooperative Industrial Education

Agriculture

___ Ornamental Horticulture
___ Agriculture Technology
___ Cooperative Agricultural Education

Business

___ Advanced Typing
___ Advertising
___ Business Principal & Mgmt.
___ Shorthand
___ Business Machines
___ Accounting
___ Business Law
___ Salesmanship
___ Sales & Marketing
___ Office Practice
___ Data Processing
___ Cooperative Distributive Ed.
___ Cooperative Office Education

Occupational Home Economics

___ Food Service
___ Child Care Service
___ Cooperative Home Economics

I plan on signing up for the following vocational education courses:

Industrial Technical

___ Metals Technology
___ Drafting Technology
___ Technical Sketching & Interpretation
___ Electrical Technology
___ Building & Construction Technology
___ Graphic Arts Technology
___ Power & Auto Technology
___ Electronic Technology
___ Cooperative Industrial Education

Agriculture

___ Ornamental Horticulture
___ Agriculture Technology
___ Cooperative Agricultural Education

Business

___ Advanced Typing
___ Advertising
___ Business Principal & Mgmt.
___ Shorthand
___ Business Machines
___ Accounting
___ Business Law
___ Salesmanship
___ Sales & Marketing
___ Office Practice
___ Data Processing
___ Cooperative Distributive Ed.
___ Cooperative Office Education

Occupational Home Economics

___ Food Service
___ Child Care Service
___ Cooperative Home Economics

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Name _____ Grade Level _____

Home Room Teacher _____ English Teacher _____

STUDENT AWARENESS WORKSHOPS

CLASSROOM INSTRUCTION

OPTION B

ACTIVITY: Expanding Career Horizons

PURPOSE: To help students attain the following goals:

1. Understand the meaning of the sex-role stereotyping of jobs;
2. Understand that it is illegal under Federal law to discriminate on sex in employment;
3. Understand the patterns and results of women's participation in the labor force;
4. Understand the effects of women's participation in the labor force on family standard of living;
5. Understand the problem of sex bias in guidance tests.

TIME: One to three weeks

MATERIALS: Expanding Career Horizons kit available from Project EGO, Office of the State Director for Vocational Education, Bachman 101, 948-7461.

METHODOLOGY: Expanding Career Horizons should be incorporated within the context of an existing course or guidance program. It is a set of curriculum materials which are divided into five lessons. All lessons require the active participation of students, and each uses a different approach. Educational techniques employed include drawing, acting out courtroom dramas, playing a game board, discussing issues, interpreting charts, and simulating guidance tests. Besides the teacher's guide, the kit is complete with student materials and gameboards with their component parts.

TOUR OF VOCATIONAL FACILITIES
CAREER FAIR

WE DO THINGS NOBODY ELSE DOES . . . . .

POWER AND AUTO

HAVE FUN WHILE LEARNING . . . . .

IN . . . . .

POWER AND AUTO

TO . . . . .

- *Identify the various occupations within the power and automotive industry
- *Repair, replace and adjust the components of an automobile and other types of power engines
- *Use various electronic testing devices necessary to make repairs and adjustments on the automobile and other power engines
- *Use various hand tools and power equipment
- *Analyze and repair mechanical and electrical problems
- *Perform necessary maintenance and service
- *Identify materials, tools, equipment and processes common to power and auto occupations

AND PLAN A CAREER AS A . . . . .

- *Automobile Mechanic or Helper
- *Service Station Attendant
- *Auto Body and Repair Helper
- *Tire Recapper
- *Automatic Transmission Mechanic
- *Small Motor Mechanic or Helper

OTHER GREAT VOCATIONAL TECHNICAL COURSES
(Refer to available brochures)

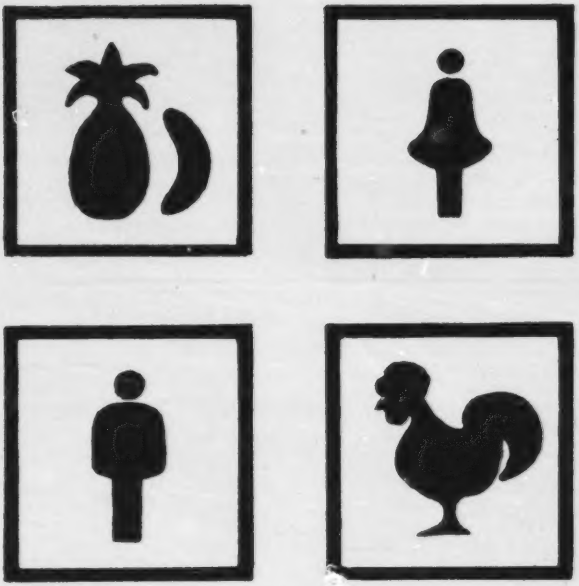
AGRICULTURE
For those interested in the following careers: Farm Manager, Animal Husbandry Worker, Equipment Salesperson, Groundskeeper, Landscape Gardener, Florist, Nursery Operator.

BUILDING AND CONSTRUCTION
For those interested in the following careers: General Construction Worker, Carpenter, Millworker, Carpenter Helper.

BUSINESS
For those interested in the following careers: General Office Clerk, Clerk-Typist, Clerk Stenographer, File Clerk, Bookkeeping Clerk, Mail Clerk, Receptionist, Payroll Clerk, Messenger, Business Machine Operator, Typist, Teller, Timekeeper, Transcribing Machine Operator, Duplicating Machine Operator.

HOME ECONOMICS
For those interested in the following careers: Baker, Waiter/Waitress, Cook, Pantry Worker, Host/Hostess, Dining Room Supervisor, Caterer, School Lunch Manager, Dietician, Chef.

Equal Goals in Occupations
Office of the State Director for
Vocational Education,
Department of Education,
State of Hawaii.



WE DO THINGS NOBODY ELSE DOES . . . . .

AGRICULTURE

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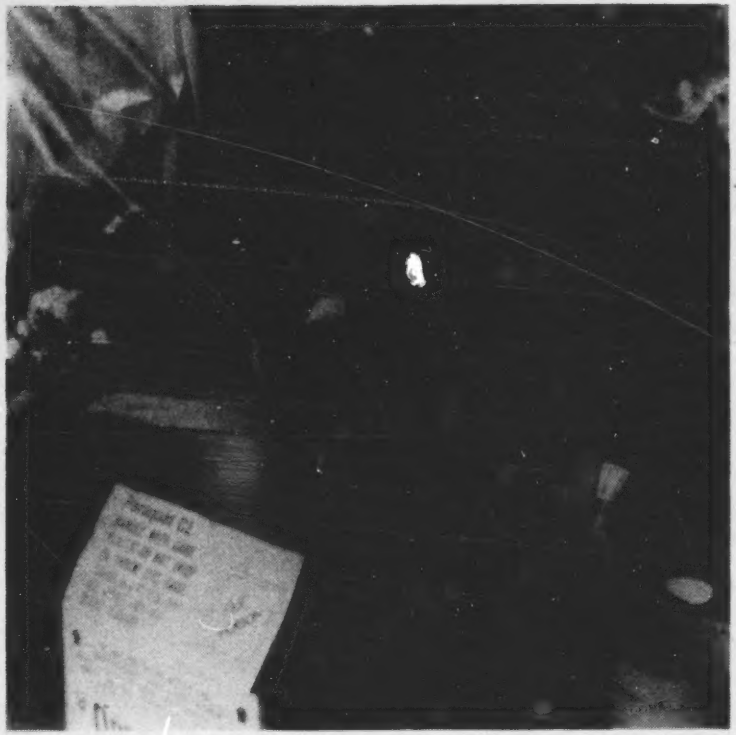
HAVE FUN WHILE LEARNING . . . . .

IN . . . . .

AGRICULTURAL TECHNOLOGY AND ORNAMENTAL HORTICULTURE



TO . . . . .

- *Operate and maintain farm machinery
- *Handle vegetable products
- *Cope with ecological problems
- *Acquire skills in animal husbandry
- *Learn new trends in agriculture
- *Nurture and propagate plants and flowers
- *Landscape homes, parks, and schools
- *Grow and maintain a lawn
- *Become a Future Farmer of America

AND PLAN A CAREER AS A . . . . .

- *Farm Manager
- *Animal Husbandry Worker
- *Equipment Salesperson
- *Groundskeeper
- *Landscape Gardener
- *Florist
- *Nursery Operator

OTHER GREAT VOCATIONAL TECHNICAL COURSES
(Refer to available brochures)

BUILDING AND CONSTRUCTION
For those interested in the following careers: General Construction Worker, Carpenter, Millworker, Carpenter Helper.

BUSINESS
For those interested in the following careers: General Office Clerk, Clerk-Typist, Clerk Stenographer, File Clerk, Bookkeeping Clerk, Mail Clerk, Receptionist, Payroll Clerk, Messenger, Business Machine Operator, Typist, Teller, Timekeeper, Transcribing Machine Operator, Duplicating Machine Operator.

HOME ECONOMICS
For those interested in the following careers: Baker, Waiter/Waitress, Cook, Pantry Worker, Host/Hostess, Dining Room Supervisor, Caterer, School Lunch Manager, Dietician, Chef.

POWER AND AUTO
For those interested in the following careers: Automobile Mechanic, Service Station Attendant, Auto Body and Repair Helper, Tire Recapper, Automatic Transmission Mechanic.

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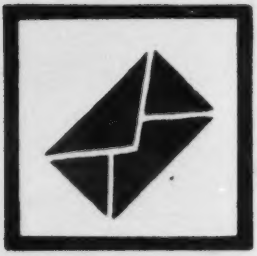

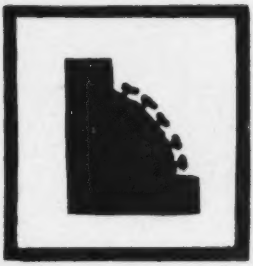

WE DO THINGS NOBODY ELSE DOES . . . .

BUSINESS

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HAVE FUN WHILE LEARNING . . . . .

IN . . . . .

BUSINESS

TO . . . . .

- *Operate some of the more widely used office machines
- *Follow instructions and execute tasks efficiently
- *Perform routine clerical tasks such as handling telephone calls, greeting office callers, handling mail and petty cash, and preparing payrolls, inventories and commonly used business forms.
- *Demonstrate accuracy, neatness, and thoroughness
- *Recognize essential personal traits and attitudes
- *Use and care for office supplies, tools, machines, and office equipment
- *Identify and use some of the more commonly used filing systems
- *Identify some procedures for locating, applying, obtaining, and holding a job

AND PLAN A CAREER AS A . . . . .

- *General Office Clerk
- *Clerk-Typist
- *File Clerk
- *Receptionist
- *Payroll Clerk
- *Business Machines Operator
- *Typist
- *Teller
- *Transcribing Machine Operator
- *Duplicating Machine Operator

OTHER GREAT VOCATIONAL TECHNICAL COURSES
(Refer to available brochures)

AGRICULTURE
For those interested in the following careers: Farm Manager, Animal Husbandry Worker, Equipment Salesperson, Groundskeeper, Landscape Gardener, Florist, Nursery Operator.

BUILDING AND CONSTRUCTION
For those interested in the following careers: General Construction Worker, Carpenter, Millworker, Carpenter Helper.

HOME ECONOMICS
For those interested in the following career: Baker, Waiter/Waitress, Cook, Pantry Worker, Host/Hostess, Dining Room Supervisor, Caterer, School Lunch Manager, Dietician, Chef.

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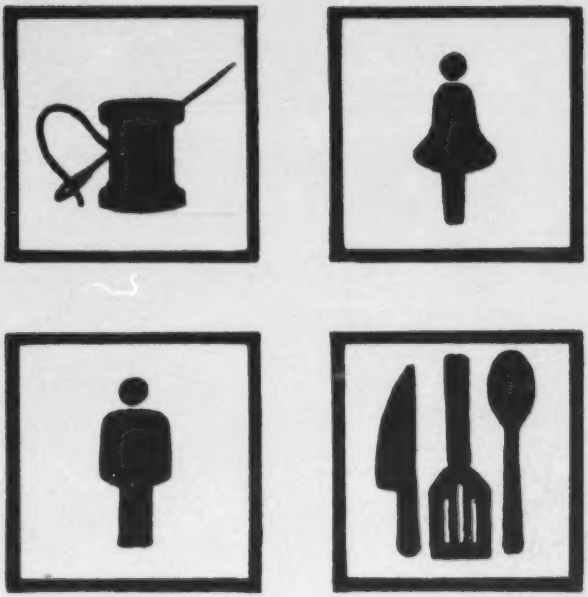

WE DO THINGS NOBODY ELSE DOES . . . . .

HOME ECONOMICS

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HAVE FUN WHILE LEARNING . . . . .

IN . . . . .

FOOD SERVICE

TO . . . . .

- *Use skills of commercial food preparation
- *Practice methods of serving food to the public
- *Apply principles of safety and sanitation in food services
- *Plan and produce meals
- *Realize the unlimited career opportunities in the food service industry
- *Demonstrate personal qualities necessary for job success
- *Select, use, and care for tools and equipment

AND PLAN A CAREER AS A . . . . .

- *Waiter/Waitress
- *Pantry Worker
- *Baker
- *Cook
- *Host/Hostess
- *Dining Room Supervisor
- *Caterer
- *School Lunch Manager
- *Dietician
- *Chef

OTHER GREAT VOCATIONAL TECHNICAL COURSES
(Refer to available brochures)

AGRICULTURE
For those interested in the following careers: Farm Manager, Animal Husbandry Worker, Equipment Salesperson, Groundskeeper, Landscape Gardener, Florist, Nursery Operator.

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Equal Goals in Occupations
Office of the State Director for
Vocational Education,
Department of Education,
State of Hawaii.

WE DO THINGS NOBODY ELSE DOES . . . .

INDUSTRIAL TECHNOLOGY

BUILDING AND CONSTRUCTION

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HAVE FUN WHILE LEARNING . . . . .

IN . . . . .

BUILDING AND CONSTRUCTION

TO . . . . .

- *Identify the various occupations within the building construction industry
- *Layout a site, set foundations, construct floor and wall framing, apply finish, and do other job tasks associated with building construction work
- *Use, care for, and properly handle basic hand tools and equipment
- *Read and follow building construction blueprints

AND PLAN A CAREER AS A . . . . .

- *General construction worker
- *Carpenter (Apprentice)
- *Millworker
- *Carpenter Helper

OTHER GREAT VOCATIONAL TECHNICAL COURSES
(Refer to available brochures)

AGRICULTURE
For those interested in the following careers: Farm Manager, Animal Husbandry Worker, Equipment Salesperson, Groundskeeper, Landscape Gardener, Florist, Nursery Operator.

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Equal Goals in Occupations
Office of the State Director for
Vocational Education
Department of Education
State of Hawaii

TOUR OF VOCATIONAL CLASSROOMS

PURPOSE: To familiarize students with the vocational facilities and programs offered in high school.

SPONSOR: Vocational Education Department Staff

TIME: One class period per tour. Tours should be held in conjunction with other student awareness activities.

PLACE: School facilities

MATERIALS: Brochures describing courses offered. Use sample provided or design another.

METHODOLOGY:

1. Prepare students for tours by involving them in some awareness sessions. Ideally this would occur prior to pre-registration.
2. Arrange the tour schedule with the subject matter teachers involved.
3. Prepare brochures of descriptions of courses/programs.
4. Select various vocational students to serve as guides in each area. Guides should explain the program as well as job opportunities available. Students in the program should continue their work to provide demonstrations.

CAREER FAIR

PURPOSE: To introduce students and faculty to job training opportunities available in the school.

SPONSOR: Vocational Education Department Staff

TIME: One school day. The Career Fair should be held in conjunction with other student awareness activities.

PLACE: Cafeteria or other large room.

METHODOLOGY:

1. Appoint activity organizers:
   a. Booth Layout: Assures equitable use of available space. (Booths need consist of nothing more than one table per course.)
      1) Draw diagram of the area
      2) Assign spaces
      3) Label booth locations on diagram

   b. Banners: Distributes materials needed for banners
      1) Secure paint, brushes, paper
      2) Assist in hanging benners

   c. Door Prizes: Assures that each vocational course program booth has an appropriate door prize.
      1) Contact vocational teachers; "brainstorm" doorprize ideas which are a service or product of the course/program, i.e. auto mechanics - free lubrication, metals - barbecue, business and office - typing of a term paper or report.

2. Develop and distribute a registration form to be filled in by those visiting booths.

3. Equip each booth with a container for completed registration blanks.

4. Announce winners at end of day. (Disbursal of door prizes should be handled by individual teachers.)

BROCHURES

AUDIO-VISUAL AIDS

All About EVE: A 16mm film available from Project EGO, Office of the State Director for Vocational Education, Bachman 101, University of Hawaii, 948-7461. This eight-minute film provides a capsulized historical investigation of women in the work force. Female biased, but it does mention the changing role of men. Users should remind viewers that sex-role stereotyping hurts both males and females.

I'm Glad I'm a She! I'm Glad I'm a He!: A 25 minute casette and filmstrip which which details ways in which sex-role stereotypes and occupational sex-stereotypes are developed, often reinforced in schools, and maintained throughtout a lifetime. Available from Project EGO, Office of the State Director for Vocational Education, Bachman 101, University of Hawaii, 948-7461.

Images of Males and Females in Elementary School Textbooks: This 40-minute slide/tape presentation is available from the Department of Education, Health Division, 548-5983. Through textbook illustrations and music, the results of a comprehensive study of males and females in textbooks are presented. Many aspects of sex-role stereotyping are discussed.
(Editor's note: Time permitting, this is the most useful in providing an overall picture of sex-role stereotyping.)

When I Grow Up: A 20-minute film with short sequences of sex-role stereotyping as it exists in school from kindergarten through high school. Available from East Central Curriculum Management Center; Illinois Office of Education; 100 North First Street; Springfield, Illinois.

The Woman's Game: This film explores values associated with work in nontraditional fields. Approximately 25 minutes in length, it is available from Modern Talking Picture Service; Room 107, 2000 "L" Street, N.W.; Washington, D.C. 20030.

The Women's Prejudice Film: An 18-minute film which explores the myths and realities of contemporary life styles of women. Available from the Career Information Center (CIC), Office of the State Director for Vocational Education, Bachman 101, University of Hawaii, 948-7461. Female biased, but it does present alternative viewpoints which stimulate viewers to reappraise their current attitudes concerning the equality of roles among women and men.

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